

Clayton South Primary School

Student Engagement Policy 2016



Table of Contents

School Profile Statement

Whole School prevention statement

Guiding Principles

Engagement Strategies

Behavioural Expectations

Engaging with families

Rights and Responsibilities

Shared expectations

School Profile

Clayton South Primary School is situated on Clayton Road, Clayton South and draws its students from a rich diversity of multi-cultural communities.

Clayton South Primary School was established in 1929 on 3 acres in a light industrial, residential area. The original brick building is today our impressive visual arts / LOTE facility that provides an impressive atmosphere and space for our students to develop their creative talents. All our classrooms are large, well equipped and every classroom has an interactive whiteboard. There is a very well equipped student library, art room and school hall with a vast array of sporting equipment. Our school is fully networked with computers in each classroom in the form of PCs, netbooks, notebooks, tablets and iPads. The school is well resourced with a vast and current Mathematical and Literacy Library.

Specialist programs are conducted in Physical Education, Visual Arts, Music and Spanish. In addition a camping program, and inter school sport are provided for middle and senior students.

Intensive swimming programs and visiting sports organisations provide coaching sessions that complement our Physical Education and Health curriculum. Our Perceptual Motor Program is a very successful part of our Prep- 2 program.

The spacious playgrounds are well established with plenty of shade areas provided by established trees, extensive use of shelters and shade sails over the junior and senior playground equipment, large sandpit, cricket nets and large oval area. Our double netball courts are surfaced with artificial grass which adds to the safety and functionality of their use.

Clayton South Primary School provides a comprehensive curriculum which is based on the Victorian Curriculum.

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

Learning Areas	Capabilities
<p>The Arts</p> <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design <p>English</p> <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

<ul style="list-style-type: none">• History Languages Mathematics Science Technology	
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- Design and Technologies
- Digital Technologies

At Clayton South Primary School we focus on teaching individual students with a focus on improving their Literacy and Numeracy skills.

Student wellbeing is an important issue underpinning all school programs. The school community encourages high standards of behaviour based on cooperation, respect, mutual responsibility and self discipline and actively promotes harmonious student relationships. A comprehensive wellbeing program is consistently implemented by all staff and is strongly supported by our parent body.

A close working partnership with local preschools is a strong feature of our school. Clayton South Kindergarten is situated next door. Sundowner and Westall Preschool are also feeder Kindergartens along with other local private childcare centres. All have worked with us for many years allowing for smooth transition into our school. Strong links have developed with local Secondary Colleges through transition activities with formal activities and visits occurring in Year 5 and 6.

A pre-school to prep year transition program 'Step into Prep' is conducted for children eligible to attend school the following year. Some students haven't had any experience with Kindergarten or Pre-school, prior to commencing school.

The program includes information and an Orientation Day for children enrolling sources and culminates in a Transition Morning for all newly enrolled prep children. This program is aimed at familiarising children with their new educational environment, teachers and classmates and has proven most successful in providing them with a smooth transition from their pre-school setting to primary school. Year 5 "Buddies" are also assigned to the new Prep children and provide that very important support in the playground, especially over the first few months of their first school year.

Parents are encouraged to participate in their child's learning in a wide range of opportunities including: School Council, fundraising, Incursions, Information Evenings, Family Maths Nights, interviews, transition sessions, excursions, working bees and special events.

The school offers a variety of programs designed to extend and enrich students. These include camps, swimming, PMP, Kitchen Garden, sporting activities, Art Club, choir, Homework and Japanese Club and Breakfast Club The school maintains a chicken house where the children have hands on experiences caring for the animals.

Our current enrolment is 120 with an expectation of growth over the coming years due to being in close proximity of Clayton South Kindergarten and a new private Childcare centre being built on the corner of Narrumburn Road and Clayton Road, which will back onto our school.

The proportion of English as another Language students is 85%. The school has an SFO of 0.6575 and there are nine students supported through the Program for Students with Disabilities. Throughout any one year between 15-20 students enter or exit the school and some students will have attended multiple schools in their school life.

The Student Attitude to School Survey results in 2016 was again high, extending further the wonderful results from 2015. All aspects of the Teaching and Learning Section in the survey

were above both the State and Regional mean. These areas include Student Relationships, Wellbeing and Teaching and Learning. This is a credit to the teachers who work to focus on developing a learning environment for all students that promotes independence, self confidence and a sense of belonging.

Whole School Prevention Statement

School Values/ Philosophy:

Our 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 Bullying Prevention Policy for more information.

Our philosophy:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Our vision:

Clayton South Primary School provides a happy, caring and stimulating environment. We work in a diverse community and do so with a sense of commitment. Children are encouraged as individuals to achieve their best, so they can make positive contributions to the community.

These are encapsulated in our statement of purpose:

Clayton South Primary School is a welcoming, dynamic learning community in which all have a sense of belonging and being valued. We are inspired lifelong learners, making a contribution to a better future.

Values:

Community – feel valued, safe and supported in an environment that celebrates diversity.

Accepting – recognise and value the different cultures that exist in our community.

Respectful – friendly interactions between teachers, students and the community.

Excellence – value learning and achieve to their full potential

Self-confidence – motivated with a positive attitude.

Developing student engagement and connectedness to school by increasing students' enjoyment of their experience at school and improving attendance and punctuality levels is a focus. We have a number of programs in place which support our students to attend school, participate positively in class and enjoy learning.



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 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.

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.

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad curriculum. • 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 	<ul style="list-style-type: none"> • 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 Assessment • School nurse and welfare staff will undertake health promotion and social skill development in 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group.

<p>school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</p> <ul style="list-style-type: none"> • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more 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 program [include name of program and what it focuses on], • 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. 	<p>response to needs identified by classroom teachers or other school staff during the school year.</p> <ul style="list-style-type: none"> • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, 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. 	<ul style="list-style-type: none"> ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services ○ Refer to external support services including Child First, Local Government Youth Services, and Community Agencies.
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Identifying students in need of extra support

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

Behavioural expectations

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

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

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
- Detention
- Suspension (in-school and 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/principals/participation/Pages/discipline.aspx>

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' Association 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 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's 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.

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 extracted from software such as CASES21 or SOCS

Review of this policy

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

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities – Promoting Healthy, Safe and Respectful School Communities

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/principals/participation/Pages/studentengagementguidance.aspx>

Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive, inclusive and welcoming.

Our students, their parents/carers and our staff will treat each other with dignity and respect at all times. A right is something which belongs to the individual and should not be taken away by anyone else.

Clayton South Primary School endorses the findings of the following legislations and at all times adheres to the findings in them:

- **The Equal Opportunity Act of 1995:** grounds of discrimination that are unlawful and aim to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.
- **The Charter of Human Rights and Responsibilities Act, 2006.** The charter demands equality for all, but it also emphasizes the value of difference. Further reading at http://www.austlii.edu.au/au/legis/vic/consol_act/cohara2006433
- **Disability Discrimination Act 1992:** the standards cover enrolment, participation, curriculum development, student support services and harassment and victimization. Copies available at <http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>
- **The Education and Training Reform Act 2006.**

Statement of Rights:

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences
- Teachers and students have the right to work in an atmosphere conducive to learning.
- Students have a right to be educated in a positive, encouraging environment with expectations of care, courtesy and respect for all
- Students have the right to play free from intimidation and students are discouraged from bringing toys that represent weapons
- Principal and staff have a responsibility to fairly, reasonably and consistently implement the schools agreed code of behaviours
- The school has a responsibility to identify students at risk, both socially and academically and to devise programs to support these students
- The school has a responsibility to ensure that internal processes address students with specific learning needs
- The school has the responsibility to ensure that internal processes refer students to agencies when appropriate
- Students develop resilience and independence within their community and relationships