



Roberts McCubbin Primary School

2.22 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***

September 2018

Table of Contents

1. SCHOOL PROFILE STATEMENT

- Key elements when considering student engagement and wellbeing.

2. STUDENT ENGAGEMENT

- Elements of student engagement and how our school addresses them

3. RIGHTS AND RESPONSIBILITIES

- Rights and responsibilities of sections of our school community
- Statement and reference to our Anti-Bullying Policy

4. SHARED EXPECTATIONS

- Agreed expectations of all sections of our school community

5. SCHOOL'S RESTORATIVE PROCESSES

- How the school will promote positive behaviour and address inappropriate behaviour
- Link to the Student Wellbeing Policy
- Link to more severe discipline procedures

1. School profile statement

Roberts McCubbin Primary School is located in Box Hill South and was established in 1994. The school is committed to maintaining a culture of continuous improvement in all areas of teaching and learning. We have high expectations for all students with a strong focus on literacy and numeracy. Our integrated inquiry based curriculum aims to engage the children, develop a love of learning and achieve success within our class structures. The specialist programs we offer are Visual Art, Performing Arts, Music, Physical Education, Robotics, Library and LOTE (Japanese). Our modern facilities with larger, flexible teaching spaces that allow the implementation of more effective and innovative teaching and learning. This is supported by all classrooms being equipped with interactive technologies which are used as key teaching tools. We support and develop positive, meaningful partnerships with parents and the wider community and have a high level of parent participation.

At Roberts McCubbin Primary School we are also committed to creating a school which has a shared understanding and language about learning. We believe it is essential that there is a continuing dialogue about teaching and learning in a community that is rich in reflection and collaboration.

Our Values

Creativity
Endeavour
Respect
Trust
Honesty
Friendliness

2. Whole-school well-being statement

At Roberts McCubbin Primary School we believe that every child is unique and every child can succeed. All children need to feel safe and happy at school and have the opportunity to reach their full potential. Learning is greatly enhanced when children:

- are supported by developmentally appropriate practice, matching their learning needs to their individual rate of development
- are actively engaged in a variety of learning experiences
- develop a positive self-esteem by experiencing success and knowing that their efforts are valued
- are encouraged to solve problems and be comfortable 'risk takers'
- learn in a stimulating, attractive and supportive environment, where parent involvement is encouraged and celebrated
- are exposed to a variety of learning styles
- work in cooperation and respect the rights of others

The school's *Code of Conduct*, *The Safe and Happy Book*, is revisited at the beginning of each year as well as throughout the year, to ensure that all expectations are agreed to and understood. In 2017 the book was fully reviewed and updated. The staff, supported by strong parent partnerships, continue to work to ensure that the learning environment is stimulating, safe and nurturing.

Because of our multi-age structure, the school has a comprehensive transition program to support students at all levels of the school especially Pre School to Foundation, Year 2 to Year 3, Year 4 to Year 5 and Year 6 to secondary school. Strong links have been established with both our feeder pre-schools and secondary schools.

Strategies/programs we have in place to promote high student engagement, attendance, and positive behaviours include:

Emotional Engagement:

- Whole school acceptance of individual differences
- Class multi-age organisation eg. caring/understanding, eg. covers social, emotional,& academic development
- Leadership opportunities eg. Junior School Councillors
- Strong Community partnerships
- Mentoring programs eg. Buddy classes
- Support from outside agencies
- Offer assistance to families/children in need
- Knowing each child well, their needs, interests
- Lunchtime activities
- Connectedness with teachers
- Opening classrooms early to enable connections with teachers/parents
- Alerting of concerns and connecting to parents when concerns arise
- Support groups for students eg. Children on Individual Learning Plans
- First Aid Officer each day
- Use of support services

Cognitive Engagement:

- Inquiry learning – authentic, real life activities
- Specific planning to ensure students will be engaged
- Discovery Learning
- Student negotiated learning
- Developmental curriculum
- Use of ICT
- Digital portfolios
- Hands on activities
- Open-ended tasks
- Flexible planning to allow for differing needs of students

Behavioural Engagement:

- School values visible in every classroom
- Restorative practices
- Units of inquiry often linked to values
- *Safe and Happy Book* (annual process involving partnership with home and establishment of class expectations with input from the students)
- Teacher modelling, enthusiasm for learning
- Team approach to student behaviour
- Buddy activities
- Whole school approach to individual needs and differences (modify expectations for individual circumstances)

3. Rights and responsibilities

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

- The Equal Opportunity Act <http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>
- The Charter of Human Rights and Responsibilities Act 2006. The Charter sets out 20 rights that reflect the following four basic principles:
FREEDOM
RESPECT
EQUALITY
DIGNITY
http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>
- The Disability Standards for Education
<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

3.2 **Bullying and harassment** - The school will provide a positive culture where bullying is not accepted, and all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in the school environment.

3.3 Respectful relationships-

The school will show commitment to gender equality and respectful relationships is essential in creating a supportive environment to prevent violence against others. Commitment to these values, will be demonstrated by staff and students alike, is essential for supporting the development and maintenance of school structures, policies and procedures that promote equality and respect.

Please refer to **Roberts McCubbin Primary School - Respectful Relationships ACTION PLANNING TERM 3, 2018 AND BEYOND**

3.4 Please refer to Roberts McCubbin PS ‘Safe and Happy Book’.

3.5 All sections of our school community have rights and responsibilities

Rights and Responsibilities

All members of our school community have the right to feel safe, welcomed and valued. It is everyone’s responsibility to treat others equally and fairly as individuals. In order for optimum teaching and learning to flourish, all stakeholders have the responsibility to support and respect the rights of others to successfully engage in the learning process.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: <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	Students have a responsibility to: <ul style="list-style-type: none">• participate fully in the school’s educational program• attend regularly• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community

<ul style="list-style-type: none"> • to be given every opportunity to learn, develop and experience success • to be treated with kindness and respect • to be treated equally and fairly as an individual • to experience tolerance and acceptance of differences 	<ul style="list-style-type: none"> • demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students • take greater responsibility for their own learning and participation as members of the whole school community as they progress through school. Students will be offered encouragement and support to achieve this. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals • reflect on their achievements
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to expect that:</p> <ul style="list-style-type: none"> • their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • their child's program will be designed to allow children to achieve optimal educational outcomes 	<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 • engage in regular and constructive communication with school staff regarding their child's learning • support the school in maintaining a safe and respectful learning environment for all students • build and maintain a partnership with teachers and support the school's values and programs

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 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy

<ul style="list-style-type: none"> • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • expect support from parents for the school's educational programs and approach 	<ul style="list-style-type: none"> • know their students, how they learn and how to teach them effectively • know the content they teach • 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 • build and maintain a partnership with parents to engender support of school's values and programs • support and model the school's values
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4. Shared expectations

It is important that we, as a school community, share and respect our agreed expectations of each other and the role we collectively play in developing our school as a learning community.

Expectations of the principal

- provide leadership and vision
- ensure staff, students and the school community understand their expectations
- support staff and students with the resources and support required to assist them in the process of teaching and learning
- ensure that the curriculum of the school caters for the needs of all students, and that the school responds appropriately to students' need
- lead all sections of the school community in working together to provide a positive and engaging learning community and the development of partnerships

Expectations of Teachers

- provide a safe, supportive and purposeful classroom environment
- act as powerful role models
- encourage healthy social development and build positive relationships
- ensure students are actively engaged in a variety of learning experiences that are developmentally appropriate
- have high expectations of all students
- recognise and respond to individual students' differences, abilities and learning styles
- report to parents and students in a meaningful, clear and accurate manner
- build relationships with parents

Expectations of support staff

- support teachers in providing engaging learning opportunities for all students
- contribute to student wellbeing through a variety of levels of support
- be accessible and maintain confidentiality
- model the school's values
- work cooperatively, respecting the rights of others

Expectations of students

- develop as individual learners through goal setting and the support of teachers
- participate in school programs using active, positive and appropriate behaviours
- attend school regularly and be punctual
- respect the school's agreed values
- value and take care of the school's resources and materials
- treat and interact with others in the school community with respect and dignity
- take responsibility for their learning and actions

Expectations of parents/carers

- take an active interest in their child's educational progress and wellbeing
- promote positive educational outcomes for their children
- cooperate with the school and communicate regularly in a constructive manner
- ensure their children attend school and promote positive educational attitudes
- communicate clearly with the school about the needs of their children
- support and foster the values of the school
- treat all members of the school community with respect and empathy
- identify and respect issues and information that need to be treated with confidentiality

5. School's restorative processes

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- acknowledging student persistence and student or group achievements

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by students, teachers and parents
- providing consistent school and classroom environments
- supporting and adapting the student's learning program
- undertaking respectful discussions with students and connecting consequences to designated behaviour

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator and managing individual pathways
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour

- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts
- involving community support agencies

STUDENT MANAGEMENT

Please refer to the school's *Safe and Happy Book*

More Severe Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET 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.

Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
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EVALUATION: This policy evaluation will occur as part of a regular review process

Ratified by School Council in September 2018