



STUDENT ENGAGEMENT POLICY

1. School Profile Statement

Geelong East Primary School was established in 1857 and draws students mainly from within the 3219 postcode area but also from many other areas around the City of Greater Geelong and the Bellarine Peninsula. Currently the school has a student population of 260 students.

Over the 150 plus years the school has seen several building programs resulting in our current configuration. This includes one large u-shaped main building containing two classroom wings with 12 general classrooms, an Art room, Multi Purpose Room, and staff areas and offices, four relocatable buildings comprising 2 classrooms each and various outbuildings / sheds. The school has extensive play areas including a large oval, basketball court, netball court, five play equipment areas, areas for quiet outdoor activity and many garden areas including native gardens and a vegetable garden.

Geelong East Primary School provides a safe and supportive community of lifelong learning where respect, diversity and pride are valued by all. The school provides a range of extracurricular activities and leadership opportunities for students and places high value on the expertise of our teachers and the role of parents as partners in learning.

The school responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and interests. The school sees parents as vital partners in the educational process and seeks their active participation, through two major parent support bodies in the school.

2. Whole School Prevention

Mission / Vision

Geelong East Primary School is a community of successful learners. Our role is to:

- Engage and motivate students
- Equip students with a toolbox of skills for lifelong learning
- Build learning partnerships

Guiding Principles

The Geelong East Primary School team:

- Has a clear understanding of our vision and purpose
- Is committed to an agreed teaching and learning strategy
- Is aware of, and implements, DEECD policy and directions
- Bases planning on student learning needs and delivers increasingly improving student achievement
- Works collaboratively, behaves ethically and respects and values others
- Engages in continuous learning to refine and improve skills and knowledge

As a result:

- Every child is a successful learner and possesses a well rounded knowledge of the core disciplines
- Children feel safe, happy and eager to learn
- We have happy, resilient and community-minded students
- Students leave our school as socially responsible citizens, and motivated independent learners
- We use creative approaches to teaching and provide a broad range of learning opportunities
- We engage the wider community within the school learning environment

Core Values

- Respect
- Resilience
- Inclusion

PROMOTING STUDENT - WELL BEING

'Get Ahead' Framework

Our school has many positive school programs which teach, encourage and model appropriate and expected behaviours, encourage healthy activities, support students' interests and develop students' leadership skills. Our school Values provide the core of all our supportive programs.

'Working Together' At the commencement of each school year all students participate in the 'Working Together' program which introduces and reinforces our School Values and associated expectations. During this program classes decide on a set of agreed class rules which are then incorporated into all aspects of the class program.

Values Awards Students are recognised at Assembly each week if they have demonstrated the school value being emphasised at the time

Student Safety and Well-being Programs All classes participate in formal health and wellbeing programs and lessons throughout the year to develop concepts relating to safety and positive relationships.

Some of these include:

	Prep – Year 2	Safe 'n' Strong							
		Life Education							
Relationships	Year 3	Feeling Safe,	Being Strong	–	Building	Healthy			
	Years 3 & 4	One and All							
		Get Real							
	Years 5 & 6	Talking Tactics Together							
		The Big Move							
		Get Real							
	Year 6	PIPS (Puberty Program)							

Special Interests / Needs

Intervention and Enrichment programs
Seasons programs
Social Skills groups
Life Skills
Woodwork groups

Koori studies
'Kids Hope' volunteer 'mentors'
Bethany Connect Up Worker
ARDOCH
Smith Family

Student Relationships

Prep – Year 6 Buddies
Class Buddies
Year 5 Peer Mentors
Peer Mediators
Peer Support
Respectful Relationships Curriculum

Supporting Positive Play

Perfect Players identifies classes which each week have no negative yard incidents
Lunchtime Activities:

Kidsclub
Chess
Art group
ICT at Lunch
Lunchtime Sport led by House Captains
Lunchtime Sport led by Teachers
Library

Student Leadership

School and House Captains
Junior School Council
Rotary Junior Citizenship program
Environment Club
Peer Support
Digital Leaders
RRRR Ambassadors
Student Leadership Team

Attendance

Full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Geelong East Primary School has actively embraced the "It's not OK to be Away" approach to ensure that student attendance is monitored effectively. Late attendance and absences are followed up by class teachers in the first instance, and then by the School Welfare Officer, Principal or Assistant Principal. Parents are often reminded of the disruptive effect of poor attendance and lack of punctuality, not only on the learning progress of their own children, but on all the children in a class. Absence plans will be sought out by the school when attendance rates drop below 90%. These plans will be created and implemented with both the school and parents of the child. These plans outline what the school will do to help the child increase their attendance and also outline what parents/carers can do to help get their child to school every day.

Restorative Practices

All school staff members follow the Restorative Practices protocols when responding to negative behaviours at school.

The restorative approach is used to address student behaviour to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful

- foster and develop individual responsibility and empathy

The students understand the steps in the restorative process which include responding to the following questions:

1. What did you do?
2. Who did you hurt or inconvenience?
3. Which of our school values did you forget?
4. What were you thinking?
5. How can you fix what you have done?
- 6.

Professional Learning

Teacher Professional Learning is given high priority at Geelong East Primary School to ensure the strategies and approaches adopted are implemented with integrity. Wherever possible all teachers are trained in Restorative Practices, The Berry Street Model, Real Schools Resource and CUST training. Staff participate throughout each school year in many professional learning activities all of which have a direct impact on student well-being.

3. Rights and Responsibilities

All members of Geelong East Primary School have a right to:

- *Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion
- *Be treated with respect and dignity
- *feel valued, safe and supported in an environment that encourages freedom of thought

All members of the Geelong East Primary School community have a responsibility to:

- *acknowledge their obligations under the *Equal Opportunity act 1995* and the *charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community
- *Participate and contribute to a learning environment that supports the learning of self and others
- *Ensure their actions and views do not impact on the health and well-being of other members of the school community

All students have the right to:

- *Learn and socialise without interference or intimidation in a safe and secure environment
- *Be treated with respect and fairness as individuals
- *Expect a learning program that meets their individual needs
- *Feel Safe and Supported

All students have a responsibility to:

- *Be prepared to learn
- *Explore their full potential
- *Respect the rights of others

All staff members have the right to:

- *Expect to be able to work in an atmosphere of order and co-operation
- *Use discretion in the application of rules and consequences
- *Receive respect and support from the school community with respect, fairness and dignity

All staff members have a responsibility to:

- *Build positive relationships with students as a basis for engagement and learning
- *Use and manage school resources to create stimulating, safe and meaningful learning
- *Treat all members of the school community

All parents have the right to:

- *Know that their children are in a safe, happy learning environment where they are treated fairly and with respect
- *Expect a positive and supportive approach to their child's learning
- *Expect communication and participation in their child's education and learning

All parents have the responsibility to:

- *Build positive relationships with members of the school community
- *Ensure students attend school and have the appropriate learning materials
- *Promote respectful relationships

4. Shared Expectations

Geelong East Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Expectations - Staff**Engagement**

The school leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- collaborate with the school community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

Teachers will:

- develop flexible teaching styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture in and outside the classroom

Attendance

In compliance with Departmental procedures school staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences and late arrivals

Behaviour

Geelong East Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. We are committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers at Geelong East Primary School will:

- use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical (teaching) approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate / supportive atmosphere with other school staff to share strategies and assist each other to reflect on one's own behaviour management approaches
- involve appropriate specialist expertise where necessary

Expectations – Students

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences

Attendance

All students are expected to come to school every day that the school is open to students. If students are unable to attend an explanation from their parents/carers must be provided to the school. Students should arrive at school on time and ready to learn.

Behaviour

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

- be aware of the school rules and expectations regarding all forms of anti-social behaviour

Expectations – Parents/Carers

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.
- Parents/carers are expected to actively participate in supporting their child's learn by building a positive relationship with the school through attendance at student - parent - teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student dairy in a timely manner.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavours both in and out of school.

5. Actions and Consequences

Appropriate Behaviour

Geelong East Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach outlined in the **prevention section** and summarised as following:

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships;
- ensure consequences for misbehaviour are relevant and meaningful;
- foster and develop individual responsibility and empathy

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<ul style="list-style-type: none"> • GOTCHAS, Teacher acknowledgement and positive feedback • Positive comments in diaries • Positive phone calls home • Values Awards 	<ul style="list-style-type: none"> • Talking to the student and referring them to the shared expectations • Referring to Muck Up, Own Up, Fix Up Move On mantra • Discussing appropriate behaviours in the classroom

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| <ul style="list-style-type: none"> • Recognition at school and unit assemblies • Newsletter items recognising achievements • Leadership opportunities • Comments in Student Reports • The right to represent the school • Awards ceremonies • Positive references • Scholarships at the end of Year 6 | <ul style="list-style-type: none"> • Contact with parents • Making changes to the student's learning program to better equip him/her to behave positively • Implement restorative practices • Conference: Apology • Action to make it right agreed too (may include clean up damage to property) • Ask the student to undertake tasks designed to better equip him/her to behave positively in the future • Counselling • Appropriate behaviours taught and agreed to • Payment for damage sought. • Withdraw privileges • Withdraw student temporarily from class using the break card or yellow card system • Hold student support group meetings • Negotiate alternative pathways or settings for student or as a matter of last resort, suspension or expulsion. |
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Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns as part of staged response a range of strategies will be used. These may include some or all of the strategies and consequences listed above and may include:

Discussing the behaviour problems and reaching an agreement for future behaviour. This may include having a formal Behaviour Plan

Break Time allowing students a "Cooling Off" period

Explicit Teaching of appropriate behaviours. This may include individual or group lessons with the School Welfare Officer

Monitoring and providing feedback to student and parents – meetings, phone calls, notes in diaries

Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school

Counselling for individuals in order to modify inappropriate behaviour

Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behaviour

Suspension & Expulsion: For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

This policy was last ratified by the school Council in Feb 2017 and needs to be reviewed in 2020.