

Winchelsea Primary School



Student Engagement Policy

2019

STUDENT ENGAGEMENT PURPOSE

- To provide a safe, secure and stimulating learning environment where students can reach their full educational potential.
- To develop students who are happy, healthy and safe, and where there is a positive school culture to engage and support them in their learning.
- To promote an understanding of how student wellbeing and student learning outcomes are linked in both the school environment and in the classroom.
- To acknowledge that each teacher is a vital source of support and a determinant in the success of their students.

SCHOOL PROFILE

Winchelsea Primary School is located in the township midway between Geelong and Colac on the Princes Highway. The buildings and grounds offer a range of resources to support the curriculum. These include a gymnasium shared with the community, a well-equipped music room and kitchen area, a STEM space, an art room, and innovative flexible learning spaces.

The school has developed an excellent Learning Technologies program with a range of digital technologies used to support teaching and learning. All students in Years 3-6 have a 1:1 iPad ratio and students in Years Prep-2 have 1:2/3 iPad, laptop/student ratio.

Our wonderful native gardens are indicative of our environmental focus.

The school's mission is to provide a top quality education that allows individual students to progress sequentially and developmentally from Prep to Year 6 to the best of their ability. Our students are encouraged to be active participants in activities such as singing, the P-6 swimming program, student leadership programs, incursions and excursions, camps and sports days.

Being close to the Surf Coast and large provincial work locations, the school's enrolments are expected to increase over time as the highway is completed and new developments are opened up. Many of our students come by bus from outlying areas while the remainder are mostly driven to school. Community involvement in the school is encouraged and supported and we value the way we work together in the whole community. Parents are involved directly by supporting the teaching and learning in the classrooms, 'special lunch' days, Kitchen/Garden volunteers, fundraising activities, School Council, camps and excursions. The local groups such as Lions Club, Growing Winchelsea Committee, Senior Citizens, the Men's Shed and the local hospital and nursing home all have a strong involvement with the school.

Our positive behaviour policy is based on restorative practices where students are encouraged to take responsibility for their actions and correct inappropriate behavioural choices. Students are encouraged to be active members of the local community and become student leaders. The school promotes a harmonious environment where students, staff and parents cooperate to ensure that the school's

educational goals are met. The school has a Primary Welfare Officer who runs many innovative welfare programs designed to assist young people to gain self-esteem and confidence, to work effectively in teams, take risks, be resilient, solve problems and show initiative.

We focus on developing problem based learning, integrated studies and links to the community to engage students and reduce absenteeism. The school uses Individual Learning Plans (ILPs) to effectively personalise the learning of students.

Our school priorities of Achievement, Engagement and Well Being and Productivity link to our 4 Year School Strategic Plan and Annual Implementation Plan.

Strategic Goals

Key Improvement Strategies

<p><u>Achievement:</u> To ensure all students achieve high levels of learning and make at least expected growth in learning every calendar year.</p>	<p>To develop and implement a Guaranteed, viable and sequential P-6 curriculum aligned with the Victorian Curriculum Build teacher capacity and approaches to using data and assessment to inform practice Improve outcomes for identified students in Reading</p>
<p><u>Engagement:</u> To develop and implement a consistent, whole school Instructional Model that actively engages all students in their learning.</p>	<p>Implement a Winchelsea Primary School Instructional Model that sets high standards for teaching and learning. Implement positive inclusion strategies to ensure all children are motivated and engaged in learning</p>
<p><u>Well Being:</u> To recognise and respond effectively to the individual well-being and needs of every student.</p>	<p>Implement strategies to ensure continued high levels of wellbeing for every student Strengthen family, school and community partnerships with effective communication practices To improve the Year 6 -7 transition practices</p>
<p><u>Productivity:</u> To ensure that the school's resources are used effectively to achieve School Strategic Plan goals.</p>	<p>To build the whole school as one professional learning community To build leadership across the school</p>

OUR VALUES

Be Safe, Be Kind and Learn Well

Winchelsea Primary School aims to provide a dynamic environment that engages students in teaching and learning to work to achieve their personal best and reach their full potential. Our school values support our vision for our school.

As a school we apply our values in our classrooms, playground and wider school community to allow all members of our school community to know what we value and how they can share and support the school.

The Student Welfare Program at Winchelsea Primary School is an integral part of our total curriculum and endeavours to promote the well being of the school community members in all respects of schooling.

Staff, students and members of the wider community at Winchelsea Primary School have the right to work to their potential and support our school free from disruption, abuse or threat in a safe and supportive environment. We see behaviour, as being a choice and ultimately, each individual must be responsible for his/her own behaviour.

At Winchelsea Primary School we believe appropriate behaviours need to be taught, modelled, encouraged and developed reflecting our school values.

SUPPORTIVE SCHOOL ENVIRONMENT

Winchelsea Primary School is committed to providing the best possible educational outcomes for the student as an individual within a supportive school environment.

Our school will:

- Provide a safe and supportive learning environment.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communicating and relationships with students and parents/carers.
- Promote the skills of responsible self-management.
- Play a strong leadership role in implementation and communication to the school community.
- Ensure consistency and fairness in implementing the school's Strategic Plan.
- Communicate high expectations for individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring best practices and facilitate professional development to improve the skills of staff.
- not enforce corporal punishment on any level at any time.

OUR BELIEFS ABOUT BEHAVIOUR

At Winchelsea we believe that:

- Teachers and other staff members at the school need to teach and model appropriate behaviours and that through explicit teaching assist students to become self-aware and socially responsible
- The ultimate goal of schooling and of behaviour support is for students to become self-managed, self-directed life-long learners
- The building of relationships between teachers, students and parents has a direct impact on improvement in the standards of student behaviour
- All members of the school community have the right to feel safe within the school grounds
- The rights, roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
- We focus on policies that are proactive and oriented towards prevention and intervention.

OUR BELIEFS ABOUT LEARNING

At Winchelsea we believe that:

- Education is a life-long process.
- Gender is not a determinant of capacity to learn.
- Children with disabilities are encouraged to access all educational opportunities.
- Children learn at different rates and in different ways.
- Students, parents and teachers are part of a team.
- The school is a focal point of the community.
- Children learn by a variety of activities.
- An educationally stimulating environment enhances learning.
- The learning environment encourages children to feel 'safe' to take risks in their learning.
- Learning needs to be timely, authentic, relevant and engaging.
- Applied learning, including the use of ICT is critical for 21st century global connections.

A PREVENTATIVE SCHOOL CULTURE

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

The School Council and leadership team regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community. Student voice is encouraged through participation in the following:

- Junior School Council
- The Year 6 Student Leadership Teams: School/House/Buddy Captains

Our positive school culture based on ***Be Safe, Be Kind and Learn Well*** and student engagement is the basis for learning. To support this, the school leadership team is actively engaged in developing best classroom teaching practices to ensure our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through a Professional Learning Communities (PLC) approach that encourages innovative and effective pedagogy.

WHOLE SCHOOL PREVENTION STATEMENT PREVENTION PROGRAMS

At Winchelsea Primary School we believe that a team approach to behavioural support is necessary to achieve the best possible learning and behavioural outcomes

for students. A team approach would include the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. All approaches to these agencies should be made through the Principal to ensure the required protocols are followed. Our school provides a wide range of support mechanisms that can be used to ensure our school is a happy and safe environment.

These include:

- The School's Primary Welfare Officer
- Psychologists, Speech Pathologists, Social Workers, Visiting Teachers
- Student Welfare Consultants
- Program for Students with Disabilities
- Drug Education Facilitators
- Online Safety Education Facilitators
- Personal Development for Year 5 and 6 students
- Peer Mediation Program
- Promotion of our School Values
- Kids Club
- Happy and Safe Playground Awards to promote positive behaviour
- Junior School Council

ATTENDANCE

Winchelsea Primary School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. We will promote the program of *'It's Not OK to be Away'* to encourage greater attendance rates.

RESTORATIVE PRACTICES

Winchelsea Primary School uses Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This is extended to the classroom and is the basis for respectful communication, relationships and how to respond to behavioural issues.

At Winchelsea Primary School we take a preventative and restorative approach when dealing with difficulties incorporating our 3 school values of

- ❖ *Be Safe*
- ❖ *Be Kind*
- ❖ *Learn Well*

Restorative Practices allows classroom and yard incidents/disruptions to be dealt with in a manner which:

- Allows students to understand what they have done wrong.
- Gives them ownership of the problems created.
- Acknowledges children will make mistakes.
- Allows for a desirable way to solve problems.
- Gives them a chance to fix things with support.
- Leaves their dignity intact and respects them as people.

The aim of justice is to identify obligations and promote restoration and healing. Repair and 'needs' are central to dialogue and social justice and fairness are part of the classroom and yard management plan.

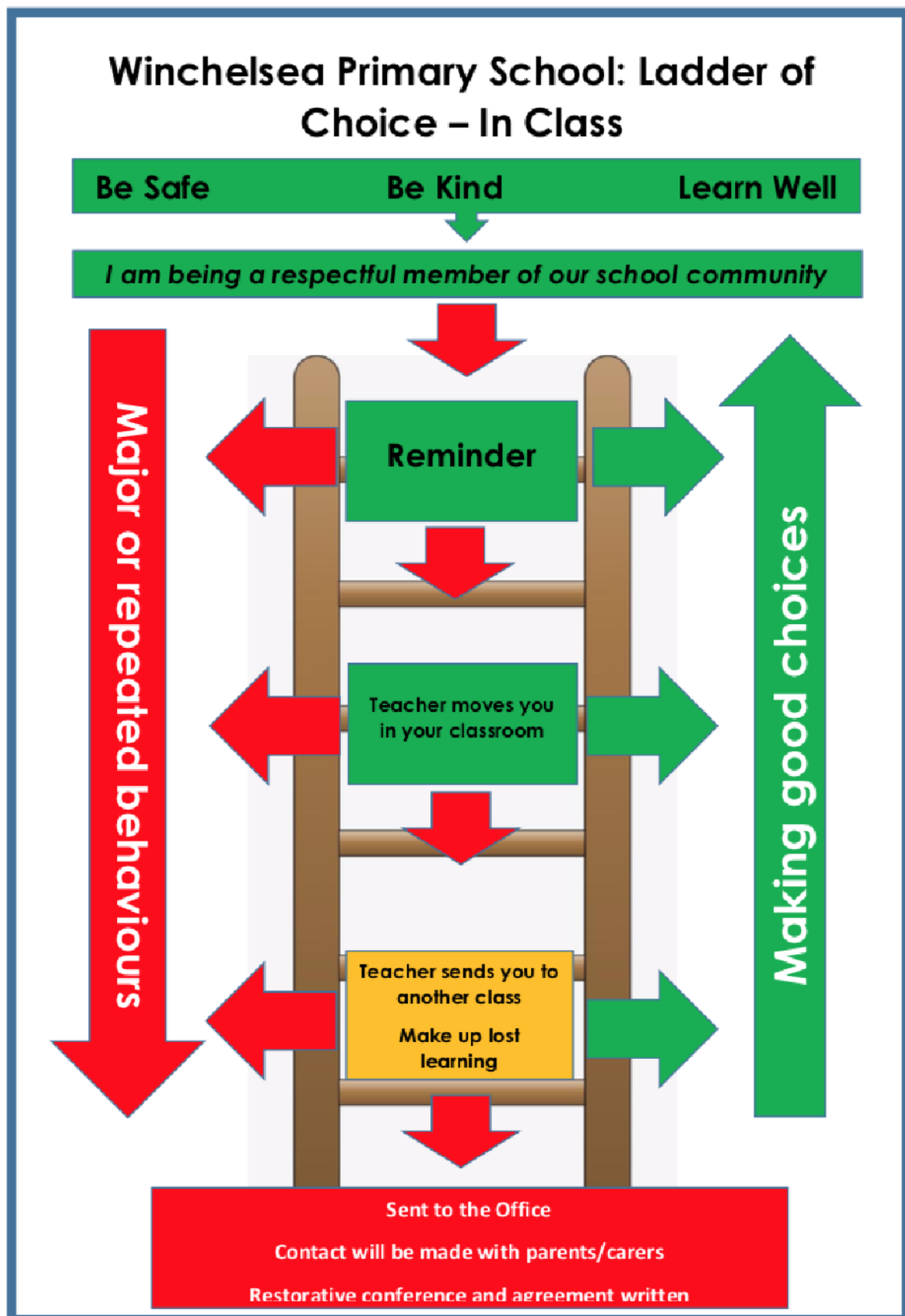
At Winchelsea Primary School we believe a fair process is one that allows all stakeholders to:

- Have a chance to be fairly heard.
- Have an opportunity to right wrongs.
- Be provided with support for those affected.
- Be given the opportunity to learn from experiences.
- Accept a shared accountability and responsibility.
- Feel harmony has been restored.

Restorative practices are intended to move the focus away from a punitive consequence. It seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward.

Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Ladder of Choice- Classroom



Ladder of Choice- Yard

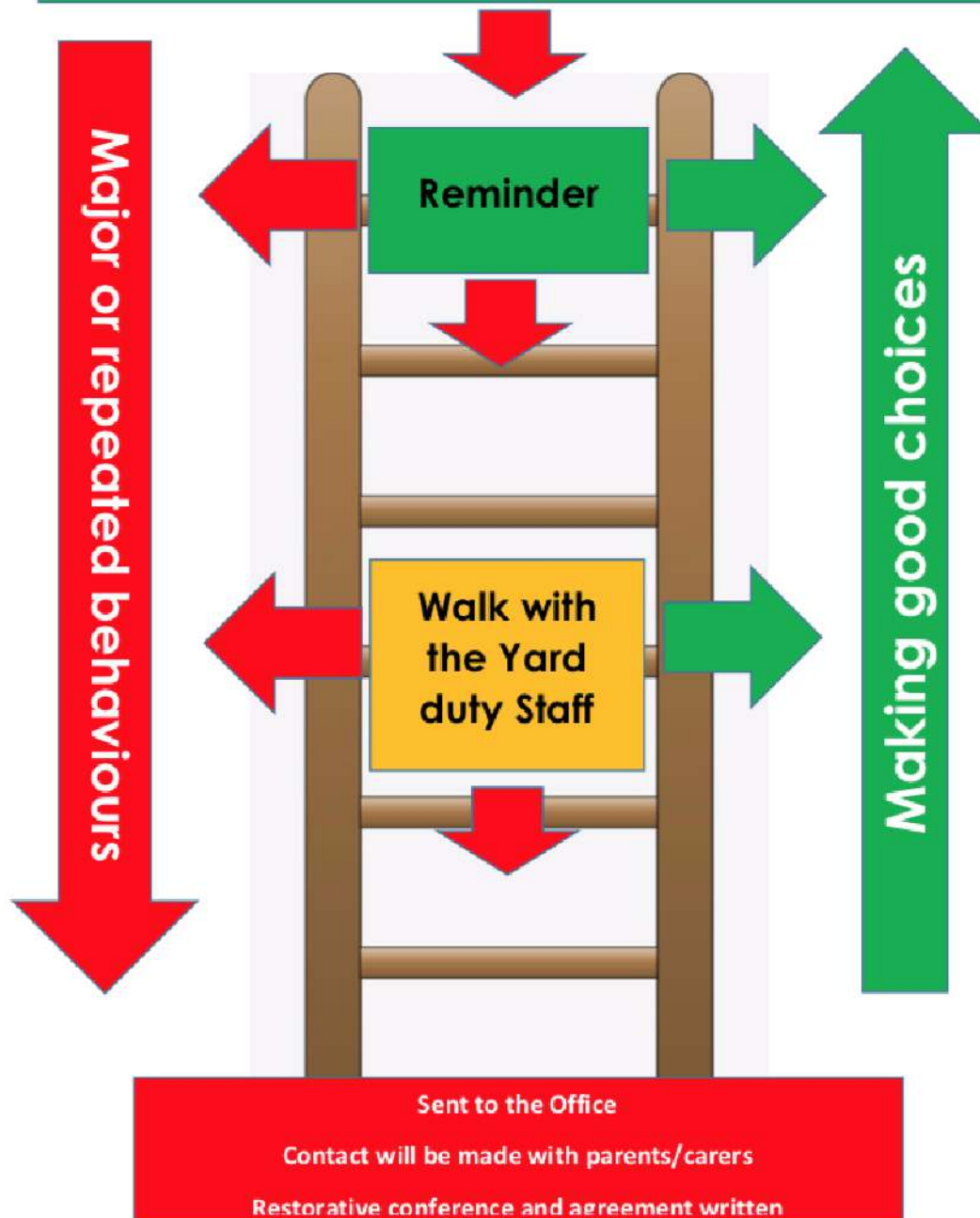
Winchelsea Primary School: Ladder of Choice – In the Yard

Be Safe

Be Kind

Learn Well

I am being a respectful member of our school community





Re-entry Agreement 1

Student's Name:

Grade: _____ Date: _____

I have been removed from my class for 10 minutes because I

What could I have done instead?

If I am allowed to re-enter my classroom I will

I am a good person but my behaviour today was not acceptable. If I do not follow our values (Learn Well, Be Kind, Be Safe) my parents will meet with the Teacher, the Principal and I to discuss my behaviour.

Signed: _____
(Student)

Signed: _____
(Teacher)

Re-entry Agreement 2



School Values

Be kind



Be safe



Learn well



*Circle the rule you have broken and draw a picture of how you should behave.

Signed: _____

Date: _____



Winchelsea Primary School **‘Happy and Safe Playground’ Folder**

A positive approach to behaviour is taken to foster a school climate where personal responsibility and self-discipline is developed.

Happy and Safe Playground Award:

When a student is observed demonstrating a positive behaviour, (including initiative, friendliness, caring, cooperation, helpfulness etc) their name will be placed on the ‘Happy and Safe Playground’ sheet to enable them to be eligible for a selection from the lucky prize tub at assembly.

In the yard if a student does not follow our school values:

- | | |
|----------------------|--|
| 1 st time | Reminder of expectations, discuss the Ladder of Choice with the student. |
| 2 nd time | 5 minute walk with Yard Duty teacher to identify and discuss appropriate, exhibited behaviour by other students.
This is a <u>learning</u> exercise. |
| 3 rd time | Sent to office for follow up.
Parents notified. |

Please record incident on ‘Inappropriate Behaviour Recording Sheet’

Winchelsea Primary School

Inappropriate Behaviour Recording Sheet

14

Happy and Safe Recording Sheet

	Student Name and Year Level	Circle value displayed - Be Safe, Be Kind, Learn Well	One Liner re: how/why value was displayed
1		Be Safe Be Kind Learn Well	
2		Be Safe Be Kind Learn Well	
3		Be Safe Be Kind Learn Well	
4		Be Safe Be Kind Learn Well	
5		Be Safe Be Kind Learn Well	
6		Be Safe Be Kind Learn Well	
7		Be Safe Be Kind Learn Well	
8		Be Safe Be Kind Learn Well	
9		Be Safe Be Kind Learn Well	
10		Be Safe Be Kind Learn Well	
11		Be Safe Be Kind Learn Well	
12		Be Safe Be Kind Learn Well	
13		Be Safe Be Kind Learn Well	
14		Be Safe Be Kind Learn Well	
15		Be Safe Be Kind Learn Well	
16		Be Safe Be Kind Learn Well	
17		Be Safe Be Kind Learn Well	
18		Be Safe Be Kind Learn Well	
19		Be Safe Be Kind Learn Well	
20		Be Safe Be Kind Learn Well	

RECIPROCAL RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Four Basic Principles include **FREEDOM, RESPECT, EQUALITY and DIGNITY**.

All Members of the Winchelsea Primary School community 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 and expression

All Members of the Winchelsea 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 supports the learning of self and others
- ensure their actions and views do not impact on the health and wellbeing of other members of the College community

Student Rights

Students have the right to:

- Be safe.
- Be respected and treated with kindness and fairness as individuals.
- Work and play without interference.
- A fair and equitable share of school resources.
- Work in a safe, clean and ordered environment that is appropriate to learning.
- Express feelings and opinions confidently.
- Expect that rules are fair and consistent.
- Be valued as a unique individual.
- Be consulted and have a 'voice' in relevant decision making.
- Arrive at school on time and be collected on time.
- Wear the school uniform each day.

Student Responsibilities which support these rights

Students are responsible for:

- Respecting the rights of others.
- Their own actions.
- Obeying the school values and accepting the consequences of their own actions.
- Allowing others to work and play without interference.
- Value others and celebrate our similarities and differences.
- Work to achieve personal best and allow others to do so too.
- Participating to the best of their abilities in all areas of the curriculum.
- Their personal and school/community property.
- Having respect for school facilities and environment.
- Being polite and courteous to all members of the school community.
- Maintaining school standards of dress in accordance with the Uniform Policy.
- Acceptable behaviour in the community and on excursions.

Parents' Rights

Parents have the right to:

- Be treated with respect and have opinions valued.
- Be informed about their children and what is happening in the school.
- Be part of the decision-making process of the education of their child and assist in the formulation of school policies.
- Know that their child is in a safe, supportive environment.
- Know their child is learning to his / her potential.
- Know that their child is going to a school that values pride in work and personal presentation.

Parent Responsibilities which support these rights

Parents are responsible for:

- Respecting the rights of others.
- Showing an active interest in their child's schooling and progress.
- Co-operating with the school to achieve the best outcomes for their child.
- Supporting school staff in maintaining a safe and respectful learning environment for all students.
- Initiating and maintaining constructive communication and relationships with school staff regarding their child's learning, well being and behaviour.
- Contributing positively to behaviour support plans that concern their child.

Teacher's Rights

Teachers have the right to:

- Feel valued as a person and as a professional.
- Teach and supervise free of unnecessary disruption.
- Work in a safe, supportive and stress free environment.
- Have access to adequate resources to facilitate programs.
- Have the opportunity for professional development.
- Have their property respected.

- Work in a clean, ordered environment that is appropriate to learning.
- Be given the opportunity to make arrangements for discussions and meetings with community members prior to their occurrence.
- Implement the Student Engagement Policy and behavioural strategies which support this in the classroom and school yard.
- Set behavioural boundaries and consequences.

Teacher's Responsibilities which support these rights

Teachers are responsible for:

- Respecting the rights of others.
- Valuing others in the school community and ensuring a professional attitude to their work.
- Providing a quality education program.
- Promoting a safe, supportive environment for others.
- Carrying out a program that caters for every child in their class.
- Their own professional development.
- Respecting the property of others.
- Promoting a clean, ordered environment that is appropriate to learning.
- Being available at appropriate times for meeting with community members as arranged.
- Implementation of the Student Engagement Policy in the classroom and school yard.

AGREED RESPONSIBILITIES

With rights come responsibilities. As such, all members of the school community including the School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

SHARED EXPECTATIONS

PRINCIPLE	RIGHT	PRINCIPAL TEACHERS SCHOOL STAFF EXPECTATIONS	STUDENT EXPECTATIONS	PARENT/CARER EXPECTATIONS
FREEDOM	The right to a supportive, safe, secure and dynamic learning environment that encourages freedom of thought and expression.	I will use and manage the materials, resources and physical space of the classroom to create a stimulating and safe environment for learning.	I will use the materials, resources and physical space of the classroom that create a stimulating and safe environment for learning.	My child has the opportunity to express their opinion and thoughts on how the materials, resources and physical space of their classroom are used to create a stimulating and safe environment for learning.
	The right to have input into issues that affect you.	I will provide a learning environment that engages and challenges my students and encourages them to take responsibility for their own learning.	I expect to participate in challenging learning opportunities that develop responsibility for my own learning.	My child has the opportunity to be in a learning environment that engages and challenges the students and encourages them to take responsibility for their own learning.
	The right to access school and community resources.	I will plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all my students.	I expect to have access to a range of activities, resources and materials to provide meaningful learning opportunities for my learning.	My child will be provided with a range of activities, resources and materials to create meaningful learning opportunities for all students.
RESPECT	The right to learn in an inclusive school community with access to full participation.	I will develop an understanding and respect for my students as individuals, and are sensitive to their social needs and the way they interact with others.	I expect to be respected as an individual and treated sensitively with regard to my social needs and the way I interact with others.	My child should be respected as an individual, who is treated with sensitivity in relation to their social needs and the way they interact with others.
	The right to value, celebrate and acknowledge cultural rights and diversity.	I will be aware of the social, cultural and religious backgrounds of the students I teach, and treat them equitably.	I expect students and teachers to be aware of the different social, cultural and religious backgrounds of all students and that all students be treated equally.	My child should be treated equally despite differences in social, cultural and religious backgrounds.
	The right to have support at the point of	I will contribute to the development of school communities	I expect my school community to support the learning	My child should be supported by the school community to

	need.	that support the learning and wellbeing of both students and fellow teachers.	and wellbeing of both students and teachers.	encourage the learning and wellbeing of both students and fellow teachers.
EQUALITY	The right to receive a rewarding and meaningful education through challenging learning goals.	I will use the knowledge of my students, content and pedagogy to establish clear and achievable learning goals for them.	I expect my teacher to use their knowledge of students, content and pedagogy to establish clear and achievable learning goals.	My child's teacher should use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.
	The right to defend or explain your actions.	I will establish and maintain high, clear and consistent expectations for my students as learners and for their behaviour in the classroom.	I expect my teacher to establish and maintain high, clear and consistent expectations for students as learners and for their behaviour in the classroom.	My child should experience high, clear and consistent expectations for students as learners and for their behaviour in the classroom.
	The right to be treated as an individual.	I will know the learning strengths and weaknesses of my students and be aware of the factors that influence their learning.	I expect my teacher to know my learning strengths and weaknesses and be aware of the factors that influence my learning.	My child's teachers needs to know my learning strengths and weaknesses and be aware of the factors that influence their learning.
DIGNITY	The right to a dignified existence.	I will understand and fulfil the legal responsibilities and share responsibility for the integrity of my profession.	I expect my teachers to understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.	My child's teacher should understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.
	The right to be and to feel respected.	I will develop a positive learning environment where respect for individuals is fostered and where learning is the focus.	I expect to work in a positive learning environment where respect for individuals is fostered and where learning is the focus.	My child should work in a positive learning environment where respect for individuals is fostered and where learning is the focus.
	The right to privacy.	I will work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students.	I expect my teacher to work effectively with other professionals, parents, carers and members of the broader community to receive effective learning.	My child's teacher should work effectively with other professionals, parents, carers and members of the broader community to receive effective learning.