Morwell Central Primary School

Student Engagement Policy 2024

PURPOSE:

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

Morwell Central Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Our values of Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence underpin our whole school culture.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

This Policy should be read in conjunction with the Bullying Prevention Policy.

SCOPE:

This policy applies to all school activities, including camps and excursions.

SCHOOL PHILOSPHY AND VISION:

Morwell Central Primary School strives to ensure all children reach their full learning potential.

All members of the school community are committed, enthusiastic and engaged in student learning.

- Teachers
    - Have high expectations and build positive relationships with students and the school community.
    - Work collaboratively and share responsibility of the teaching and learning and welfare of all students.
    - Plan collaboratively, know where students are developmentally through a range of assessments and observations, and scaffold learning to empower students to move forward to the next level of learning.
    - Use learning intentions which explicitly explain the purpose of each learning session. Success criteria and personal learning goals support students with their learning.
    - Explicitly teach and model ASPIRE values.
    - Demonstrate best practise through continuous professional development.

- Ensure and support students to be 'ready to learn'.

- Students:
  - Identify and self-monitor how ready they are to learn and use de-escalation strategies to enable them to be learners.
  - Have ownership of their own learning and behaviour by taking risks in a supportive environment, setting goals, self-reflecting and self-assessing.
  - Embrace and demonstrate the Morwell Central Primary School A.S.P.I.R.E values.
- The Learning Environment will:
  - Be engaging and challenging, safe, supportive and inviting.
  - Be stimulating and showcase current student learning.
  - Support the students in moving to different learning zones based on their learning needs.
- The School Community will:
  - Be connected, involved and part of a partnership with the school in the development of their children's learning.
  - Support students to be responsible citizens who can use different thinking and learning strategies in their daily lives.

OUR VALUES:

Underpinning all behaviours within the school are the core ASPIRE values of Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence.
Teachers and students develop classroom behaviours and expectations through explicit lessons and collaborative discussions. Children are acknowledged and rewarded for their demonstration of school values through weekly awards, and positive behaviour is reinforced with the use of ASPIRE tickets and the weekly ASPIRE market.

SHARED EXPECTATIONS:

Expectations of the School:
School expectations are consistent across the school for all staff and students. All members of the school community clearly understand their 'jobs'. School expectations are delivered in the following ways:

- Clear and focused Learning Intentions and Success Criteria are portrayed to the students prior to each learning session and are reflected in teacher work programs. These Learning Intentions along with our "Your Job, My Job, Our Job" enable students to understand the expectations and goals for every session.
- The school vision statement and "Your Job, My Job, Our Job", as well as our Rethink and Reflect program clearly states the school's values, which are well known by staff and students. Consistent teaching of the school's values ensures students understand positive behaviours in order to create good learning and respect other students right to learn. These above-mentioned programs enable all staff members to model good learning and social behaviours.
- All teachers and staff members undertake professional development throughout the year, which is expected to be incorporated within all classrooms by teachers to ensure students receive a relevant and challenging learning curriculum.
- Consistent and thorough teaching practices are conducted throughout the whole school, which are goal-related, depending on students' areas of need.
- All learning hubs plan together, which enables consistent teaching across units. Planning is based on student assessment, student areas of need and Victorian Curriculum. Planning in units is documented in term planners that are used by all teachers to plan their work programs. All planning is completed in a collaborative manner and stored as live documents on Office 365 to be shared across the school.
- Assessments are used to establish new learning goals and teaching.

- Morwell Central Primary School offers learning for all students through targeting students with varied needs with the use of Individual learning plans, varied expectations, small group work, teacher/students conferences, explicit teaching and ongoing assessment.
- Using our School Values to encourage positive attitudes and behaviour.

Expectations of the Students:

At Morwell Central Primary School, students can contribute to the organisation of the school and classroom behaviours. Within the school students are encouraged to participate, respect the right of other students and display positive behaviour by:

- Respecting, valuing and learning from individual differences.
- Having high expectations that they can learn and share responsibility for personal growth, goal setting and reflection.
- Contributing to the creation of class expectations and jobs.
- Attending school regularly.
- Understanding that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- Conducting democratic elections to choose responsible student leaders.
- Displaying consistent behaviour across the school, which meets whole school expectations.
- Participating in our whole school positive behaviour program.
- Participating in lunchtime activities, which support students who may have social or behavioural problems in the yard during breaks.

Expectations of the Staff:
At Morwell Central Primary School, Staff will be expected to:

- Negotiate and develop a class-based set of shared expectations with students through "Your Job, My Job, Our Job."
- Teach students social competencies through our School Values and Rethink and Reflect Programs.
- Employ behaviour change strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Involve appropriate specialist expertise where necessary.
- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends student learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice, thus developing a positive school culture in and outside the classroom.

Expectations of Parents/Carers:
Parents and carers at Morwell Central Primary School are encouraged to support their children in a variety of ways. All parents can discuss issues with classroom teachers and school leaders. Throughout the year the school gives parents the opportunity to support their children by:

- Actively participating in supporting their child's learning by building positive relationships with the school through attendance at student- parent-teacher meetings, student activities, school celebrations, student support groups and responding to all communications.
- Ensuring 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.
- Understanding the school's behavioural expectations and working with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

- Reading the school newsletter regularly, where, at various times throughout the year, School Values and Rethink & Reflect concepts and ideas are shared to increase awareness and knowledge within our school community.

Expectations of the Principal:

- Provide appropriate professional development opportunities for all staff to build their capacity in their teaching and learning.
- Involve staff, students and parents in decision making processes.
- Be positive, supportive and approachable to staff, students and parents.
- Keep abreast of DET initiatives, trends and goals and share these with staff.
- Communicate effectively with staff, students, parents and the wider community.
- Work to create an environment, which promotes mutual respect.
- Make decisions in the best interests of the students and school.

WELLBEING AND ENGAGEMENT STRATEGIES

Morwell Central Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

<u>Universal</u>

- high and consistent expectations of all staff, students and parents and carers
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Morwell Central Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students can contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support

Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- creating opportunities for cross-age connections amongst students through special days, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Hub Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Respectful Relationships
    - Bully Stoppers
    - Safe Schools
- developing programs, incursions and excursions to address issue specific needs or behaviour (i.e. anger management programs)
- creating opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each learning hub has a Hub Leader, a senior teacher responsible for their hub, who monitors the health and wellbeing of students, and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islanders
- our English as an Additional Language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff apply a trauma-informed approach to working with students who have experienced trauma

Individual

[This section includes student specific strategies that may be considered and applied on a case-by-case basis:

- Student Support Groups
- Individual Education Plans
- Behaviour - Students
- Behaviour Support Plans
- Student Support Services

as well as to other Department programs and services such as:

- Program for Students with Disabilities
- Mental health toolkit
- headspace
- LOOKOUT

IDENTIFYING STUDENTS IN NEED OF SUPPORT:

Morwell Central Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies which help identify students in need of support and enhance student wellbeing. Morwell Central Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- behaviour data
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

PREVENTATIVE STATEMENT

Morwell Central Primary School is very proud of its achievements in building a strong foundation for our positive school culture. It is based on a belief that all students have the right to be provided a safe and secure learning environment which provides meaningful opportunities to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and using logical consequences to address appropriate and inappropriate behaviour.
The school is dedicated to upholding a core set of School values where Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence are an integral part of all interactions. These values have used in conjunction with the Berry Street Education Model, explicit teaching of social skills and the use of Restorative Practice, which are all used in a comprehensive way both inside and outside of the classroom.

Our positive school culture has a solid foundation on the belief that student engagement is the basis for learning. Morwell Central Primary School staff believe that quality teaching programs encourage lifelong learning. We endeavour to engage all students to reach their full potential through an Inquiry based learning approach that provides an environment that encourages higher order thinking. We foster an environment where the students are encouraged to take ownership for their learning, through goal setting, self-reflection and self-assessment.

The school also supports the school community through building relationships with outside agencies to support individual student and family needs. This collaboration includes but is not restricted to community members, professionals and educators such as Latrobe Community Health, Berry Street, The Orange Door, Quantum, Save the Children and Police in Schools.

PREVENTATIVE APPROACH:

- Attendance
  Morwell Central 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. The school has actively embraced the "EVERY DAY COUNTS" approach and closely monitors student attendance with effective and regular follow-up to parents.
- Rethink & Reflect
  Morwell Central Primary School uses Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This practice is called Rethink and Reflect and is used in the classroom and out in the yard and is the basis for respectful communication, relationships and how to respond to behavioural issues.
- Professional Learning
  Teacher Professional Learning is given high priority at Morwell Central Primary School to ensure the strategies and approaches adopted are implemented with integrity. All teaching staff are members of a professional learning team which is aligned to our school strategic plan. The focus is on student learning, student engagement, well-being and student transitions and pathways.
- Positive behaviours and Respectful Relationships
  Morwell Central Primary School requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through first day interviews, reports, parent-teacher interviews, phone calls, meetings, use of diaries/communication books, email and the school newsletter and website.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs Morwell Central Primary School will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents in these processes.
The following restorative approach will be used -

1. What happened?
2. What School values did you not use?
3. What are you feeling?
4. Who was hurt?
5. What could I do to try and fix things?
6. What would be the best thing to try?

A Staged Response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious or major incidents will require a more formal restorative session that involves the Principal and/or all persons affected in the incident, and documentation.
- Where a restorative approach has previously been conducted but the behaviour continues, the school will establish a Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrongdoing. Rather, it seeks to value and support those involved so 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.
Efforts are directed at promoting strengths, wellbeing and positive developmental outcomes through the following primary prevention programs:

- Effective use of Junior School Council and Leadership Roles
- Welfare Officer
- EAL Support
- Koorie Educator
- Ongoing management processes – central behaviour data base, student survey and explicit teaching of social skills and expectations
- Intensive literacy and numeracy improvement strategies
- Explicit teaching of ASPIRE values
- Respectful Relationships program
- Breakfast club
- Inquiry learning and Investigations
- Chaplain program
- Positive Behaviour - Restorative Practices
- School Based Psychologist
- School Based Speech Pathologist
- School Nurse
- 4 x Trainees employed to promote fair play and interact positively with students in the yard.

RIGHTS AND RESPONSIBILITIES:

Every member of the Morwell Central 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.

Students' Rights	**Students' Responsibilities**
To be treated fairly, with respect and to have their individuality acknowledged and catered for.	To treat others with fairness and respect and accept their individuality in line with our School Values.
To be provided with a comprehensive, inclusive and engaging curriculum, which will allow students to reach their full potential.	To attend school every day (unless sick) and arrive on time.
To have input into the development of class 'My Job, Your Job, Our Job expectations.	To follow the agreed upon school and classroom expectations and accept consequences for behavioural choices.
To expect their property to be safe.	To care for their own property and others. To wear school uniform.

Parents' Rights	**Parents' Responsibilities**
To be treated fairly and with respect.	To treat others with fairness and respect
To expect that their child/ren will be provided with a safe and respectful environment where they will be given the best educational opportunities.	To support the school in its efforts to provide their child/ren with a safe and respectful learning environment. To support school attendance ensuring their child/ren attend school regularly and on time.
To have an input into the education of their child/ren.	To work in partnership with the school to help meet the needs of their child/ren. To take the opportunity to have an input into their child/rens education when the opportunity arises.
To have their concerns dealt with in a fair, prompt and efficient manner in line with the relevant and appropriate legislation.	To communicate their concerns in a relevant and rational manner.

Teachers' Rights	**Teachers' Responsibilities**
To work in a safe and secure environment.	To create a safe and secure environment.
To teach without distractions or interruptions.	To follow the Restorative Practice management processes.

	To teach School Values and develop classroom Your Job, My Job, Our Job expectations.
To be accepted as an individual and to be treated fairly and with respect.	To treat all individuals with respect and fairness.
	To provide a comprehensive inclusive and engaging curriculum which will allow students reach their full potential.

SCHOOL ACTIONS AND CONSEQUENCES:

Behavioural expectations of students are grounded in our school's Statement of Values/Student Code of Conduct.

At Morwell Central Primary School students are encouraged to take ownership of their learning and are provided with the opportunity to actively contribute and engage with their learning within a safe and secure environment.
Our school culture emphasises the need for **mutual respect**. **Building relationships** and implementing **preventative approaches** with students, parents and other key stakeholders underpins this approach.

Strategies implemented at Morwell Central Primary School include:

- Teachers and students defining and developing school expectations and consequences that reflect our beliefs through "Your Job, My Job, Our Job"
- School-wide classroom and yard consequences to be dealt with in a restorative manner, using the Rethink and Reflect strategy, aimed at promoting fairness and repairing any damage to relationships or property
- School-wide process for gathering and recording behavioural incidents
- Identifying specific issues, hotspots and types of behaviour. Data collated and tracked.
- Coaching/Mentoring
- Encouraging student participation and student voice through Student forums
- Engaging proactively with parents/carers
- Making links with the local community.

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:

- Rethink and Reflect approach
- Giving a student a warning that their behaviour is inappropriate, and an opportunity to cease/change the behaviour
- Relocation to another Hub to complete the Rethink and Reflect process.
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Behaviour support and intervention meetings
- Suspension (in-school and out of school)
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- https://www2.education.vic.gov.au/pal/suspensions/policy

- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Morwell Central Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

RETHINK & REFLECT: BEHAVIOUR CHANGE MODEL

At Morwell Central Primary School, we believe everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Underpinning all behaviours within the school will be our core ASPIRE values of Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence.
Teachers and students will develop classroom behaviours and expectations through collaborative discussions about teacher and student jobs. This type of collaborative discussion alleviates implementing rules and ensures everyone is responsible for their own behaviour and choices.
Morwell Central Primary will implement a Restorative Practice Model to help students take responsibility for their actions and choices. Students will work with staff to 'Rethink and Reflect' on their actions. Students involved in behaviour incidents will be given the opportunity to tell their side of the story and discuss how they think things can be fixed. Consequences may be required after a Rethink and Reflect conversation. A large part of the restorative process is building relationships with students. Students will be supported to self-regulate their behaviour and provided with strategies to manage their learning needs. Students making good choices will be given ASPIRE positive behaviour tickets, which can be redeemed for activities of their choice from a student-compiled catalogue.

By practicing Restorative Approaches in social interactions, students develop self-discipline, self-control, self-esteem, self-confidence, maturity, respect, empathy, independence and responsibility. Restorative Approaches which include a Rethink and Reflect conversations will run in conjunction with our ASPIRE values program and alongside our classroom expectations. ASPIRE forms the basis for the values we would like our students to have while Restorative Approaches focus on how we would like them to behave.

Developing classroom expectations:

- At the beginning of each year teachers and students will develop homeroom and Learning Hub behaviours and expectations through collaborative discussions around teacher and student jobs. This type of collaborative discussion elevates implementing rules and punishment and ensures everyone is responsible for their own behaviour and choices. All homerooms and Learning Hubs will display the agreed understandings in a "Your Job, My Job, Our Job" chart.

- Once agreed jobs have been decided upon, natural consequences for not completing these jobs need to be established. For example, if a student's job is to complete prepared worked to the best of his/her ability, then a natural consequence of not doing this would be that he/she will not learn. As it is the teacher's job to help students learn they will need to step in and make decisions for the student. Blame and fault can be talked about to show the students it is not the teacher's fault they stepped in and did their job, and it is unfair to blame them because of his/her choice.

- Agreed jobs and consequences need to be clearly visible to students and referred to continuously. When addressing students' behaviour teachers will operate in a positive manner and wherever

possible use natural consequences. Teachers need to refer to the "Your Job, My Job, Our Job" chart when responding to inappropriate behaviour.
For example, if a student is talking over you may say “When you are talking John, it makes my job hard. Please stop.” Or “Are you doing your job, John?” Or “John, what is your job when I am explaining instructions?” etc…

- As a way of managing student behaviour and developing social skills throughout the year, teachers and students will discuss and explore core ASPIRE Values.

Classroom Behaviour Processes - linked to the "Your Job, My Job, Our Job" expectations.

- **Step 1**
  1st Redirection - Student's name is recorded on the Classroom Opportunity proforma.
  The first time a student causes a disruption and is given a verbal redirection by the teacher, his/her name is recorded on the proforma as a warning to stop inappropriate behaviour and encourage them to get back on task. The behaviour is noted on the proforma. A "Ready to Learn" strategy is offered to the student.
  - Use reminders about job expectations to redirect behaviour.
    For example:
    - “Are you doing your job?”
    - “You are making my job hard because….” etc.
- **Step 2**
  2nd Redirection - 2nd entry on the Classroom Opportunity proforma.
  The second time a student causes a disruption, this is recorded on the proforma, together with the behaviour. Redirect the student with self-regulation techniques and actions from their “Ready to Learn Plan.”
  - Use reminders about job expectation and choices to redirect behaviour.
    For example:
    - “I now have to do my job and give you a choice from your ‘Ready to Learn Plan’ to support your learning and help you to self-regulate”
    - “You have already had one redirection, so I am going to have to start making choices for you”
    - “Now I’m going to have to take responsibility for your learning…” etc
- **Step 3 – Relocation**

The third time a student is disruptive he/she will be relocated to another homeroom outside of their own Learning Hub where they will complete a Rethink and Reflect Restorative Sheet. (Please refer to relocation homeroom list.) The classroom teacher fills out a relocation sheet explaining student’s behaviour and attaches the Classroom Opportunity proforma.

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 Wellbeing and Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing 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

Parents have responsibilities for supporting their child's attendance and engagement. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

EVALUATION:

Data collection and analysis:
Data will be collected regarding frequency and types of wellbeing issues, 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 from Compass– Online student management platform.

COMMUNICATION:

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES:

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

REVIEW OF THIS POLICY:

This Student Engagement Policy will be reviewed as part of the school's 2-year review cycle or earlier as required.

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	7th November 2024
Consultation	Wellbeing Team - 25/10/24 Staff- 26/10/24 (prior to PLT meeting) School Council- 11/11/24
Approved by	Principal
Next scheduled review date	7th November 2026

Attachments:

- Classroom Relocation Flow Chart

CLASSROOM RELOCATION FLOW CHART

RTL STRATEGIES

Students have a choice of four different types of ready to learn strategies they can use to regulate themselves during class.

- Relaxtion Strategies
- Fidget Strategies
- Conversation Strategies
- Movement Strategies

Students should be encouraged to use their Ready to Learn strategies throughout the day to monitor themselves.

ASPIRE



RTL CHECK-INS

Teacher must ensure that students are checking in as soon as they arrive at school in the morning.

9:00am - teachers to ensure students review morning check-ins after Ready to Learn time and adjust as needed.

CLASSROOM BEHAVIOUR

MINOR BEHAVIOUR

1ST REDIRECTION

- Name or initial on the board
- Verbal redirection
- Support student to choose ready to learn strategy
- Check in with student

2ND REDIRECTION

- Opportunity mark ('O') next to name or initial
- Support student to choose ready to learn strategy
- Check in with student

MODERATE BEHAVIOUR

INSTANT RELOCATION AT TEACHER DISCRETION

SEVERE BEHAVIOUR

IMMEDIATE INTERVENTION

Student, Teacher, Hub Leader and Principal involved

RELOCATION

1. Student to be relocated to alternate learning hub.
2. Student to complete rethink and reflect restorative sheet.
3. Student to have conversation with buddy teacher and develop a plan for returning to hub.
4. Student returns to hub.
5. Student to have a restorative conversation,and reconnect with relocating teacher and discuss consequences.
6. Relocating teacher must supervise or organise supervision of consequences.

If student is being non-compliant or displaying "high risk behaviour"seek leadership intervention.

1. Students can only be relocated twice in the one day.
2. Any student requiring a third relocation will be sent to leadership.

FRESH START

Student now receives a 'Fresh Start' on returning back to their hub. Their name, and circles are taken off thewhite board.