

STUDENT ENGAGEMENT POLICY

1. Eastbourne Primary School Profile Statement

Eastbourne Primary School is sited on a 5 hectare site located three kilometres south west of central Rosebud, surrounded by both residential and vacant land. The average enrolment of the school over recent years is 450 students. Most of the students come from the Rosebud West and Rosebud South areas; however some students come from the Rosebud, Rye, Tootgarook and McCrae localities.

In 2015 the students are predominantly of English speaking backgrounds, with students of Indigenous heritage at about 2.8% (13 students) of the school enrolments. The ratio of boys to girls is about even in most year levels except in year 2 girls outnumber boys by 11, year 5 where there are 8 more girls than boys and in year 6 where there are 11 more boys than girls - there are 204 boys and 210 girls making a total of 414 students. There were 12 students on the Program for Students with a Disability at the beginning of 2015. The school is identified as having a high transient student population.

The Rosebud West community is currently part of a three year Community Renewal initiative (this program has just been extended for another 3 years) to address the areas disadvantaged demographics. The school Student Family Occupation (SFO) rating is at 0.68. A high percentage of families have a Health Care Card which enables accessing welfare supports.

Over recent years our Speech Pathology Assistance Program has been increased to cater for the many students with receptive and/or expressive issues. Language support programs have been developed and implemented since 2009. Reading Recovery has continued at the school, however the time fraction has dropped as enrolments have dropped despite the great need for this program. However, the Language Assistance Program has seen many students access this program to enhance their literacy. This program is supported by our Speech Pathologist services. The school also has access through the Medicare system to counselling services and Occupational Therapy.

Eastbourne Primary School has excellent facilities that provide our students with many experiences. Our core buildings have provision for an administration area, a first aid room, 10 classrooms, library, canteen, multipurpose room, staffroom, large kitchen, withdrawal areas and an Information, Communication and Technology Laboratory. The remainder of the school is made up of six modular 5, and a modular two classroom. One of the modular 5s is used as a Science Room and Conference Room. All classrooms have heating and cooling capacity and have access to computers, ipads and netbooks.

Class organisation includes straight year levels and multi age structures throughout with a focus on Personalised Learning. Professional Learning Teams plan and teach to ensure precision teaching and learning is accessed by all students throughout the school.

We also have a large recreation centre that can cater for sport, the Fundamental Motor Skills, musical performances and school assemblies. Many community organisations have accessed this facility. Rooms for tuition and a stage are also features of the recreation centre.

External features of the school include integrated art throughout our well maintained buildings and grounds. The spacious grounds, running track, basketball court, netball court and designated playgrounds for different age groups (junior playground is shaded) provide a variety of areas for students to play. A Play POD, a Bush Play POD and a 'Hang Out Room' provide students with scope for imaginative play and regular lunch time activities are also provided.

To complement our kitchen, we have a large vegetable garden that provides a variety of vegetables and fruit for the cooking program. Community personnel volunteer their assistance in both the garden and kitchen programs. A program for students at risk of disengaging from learning called 'Hands On Learning' operates from the purpose built shed adjacent to the kitchen garden.

Eastbourne Primary School encourages parental involvement in the day to day running of all programs recognising the importance of the relationship between home and school. A core of parents assist regularly with most parents supporting whole school activities (concerts, musicals) throughout the year. The School Council and its sub committees along with the Parents' and Friends' Group (PFG), work harmoniously with staff to continually improve the quality of education.

The staff report to parents at least four times a year through two parent/teacher interview sessions and two individual written reports. Opportunities for further needs based interviews can be arranged.

The School's Strategic Plan and Annual Implementation Plan include a focus on Student Engagement and Wellbeing. The current strategic plan is for the years 2014 to 2017.

2. 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. Students have meaningful opportunities to contribute to the school and have every opportunity to meet their personal and educational potential. A key component of Eastbourne Primary School's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

The Eastbourne Primary School Council and the Wellbeing and Leadership teams will regularly consult with students, parents/carers, support organisations and the school community to ensure we are responsive to all students' social, emotional, cognitive and cultural needs. Parent Opinion and Student's Attitude to School's Surveys along with other surveys and information gathering will be used as monitors.

Student involvement/voice in decision making is encouraged through participation in the Student Representative Council and educational decision making committees including School Council. Students have opportunities to provide input into the creation of their educational experience, including their physical learning environment which provides a sense of ownership and encourages them to feel safe and supported within their environment.

Eastbourne Primary School continues to build on the opportunities for students to take on meaningful responsibilities within the school and encourage participation within the broader community eg the SRC and The House Captains.

Our positive school culture is reliant on student engagement being the basis for learning. To support this the Eastbourne Primary School staff is actively engaged in developing classroom practice to ensure that our teaching and learning and curriculum engages all students by recognising and responding to all students diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative teaching and learning developed using the Departments E5 instructional model, the Eastbourne Effective Teaching Model and AusVELS.

Eastbourne utilises community resources for support of programs, students and families eg Rosebud West Community Renewal, Anglicare, DHS, OzChild, Stephanie Alexander Kitchen Garden, Links with Kinders and Secondary Colleges for Transition, performances/involvement of students in the community, community markets, local service club support. Eastbourne School Primary School has been a KIDSMATTER School since 2011 and is aiming to be fully implementing all 4 components by the middle of 2015. The school is also linking in with education services and the parent community for the 0 to 5 year olds in the community through the creation of an Abecedarian Approach to early learning.

i) You Can Do It

This program underpins the whole school social skills learning and culture. It is explicitly taught as part of our curriculum and timetabled for years 1 to 6. Other social emotional programs are be used to compliment the YCDI program.

ii) Attendance

Eastbourne Primary School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability effectively. Eastbourne Primary School has actively embraced the 'It's Not Okay To Be Away' and 'Every Day Counts' approach and has initiated an Attendance Policy that will ensure student attendance is monitored and responded to in an effective and efficient manner.

iii) Restorative Practices

Restorative Practices is part of the Eastbourne Primary School student resolution process. This process encourages engagement, builds pride, respect and responsibility in each individual student in the classroom and in the playground.

iv) Personalised Learning

Using the Personalised Learning Approach students are able to set goals and take ownership of their progress. This means we can celebrate growth in learning rather than achievement alone. As part of the commitment to Personalised Learning, Eastbourne Primary School has developed and introduced intervention and extension programs to cater for specific student needs.

v) Chaplaincy

The school chaplain supports the student wellbeing programs through mentoring students, running social development group work, liaising with parents and community groups.

vi) Inclusion, Wellbeing and Transition (and other Social Emotional Learning Programs)

- Lunch Time activities such as computer club, chess, talent contests, skipping, sports trolley, Hang Out Room etc
- Student Representative Council
- House Captains and the House System
- Use of Circle Time to build an atmosphere of cooperation in classrooms
- Transition from Kinder to Primary
- Transition Program for year 5 and 6 students to local Secondary Colleges
- Extra Transition to students with special needs such as PSD students.
- Transition between grade levels.
- Restorative Practices, Calmer Classroom techniques and Emotional Coaching.
- The You Can Do It Program
- Other programs are used to support the You Can Do It Program such as 'Bounce Back', Stop Think Do, Values for Life
- HANDS ON LEARNING Program targeting children at risk of disengaging from school
- Bully Buster Program based on the Method of Shared Concern
- Free Fruit Tuesday and Breakfast Program for socialisation and relationship building as well as for nutrition
- Intervention programs designed to build student academic success particularly in English and Maths.
- Camps, sporting teams and excursions
- Social based performances (yearly)
- Sexuality Education - year 6
- Specific Drug Education Programs including Life Education
- LAZYTOWN - healthy eating canteen, Walk and Ride to School Days
- Protective Behaviours (Feeling Safe Together)
- Cyberbusters Performance for years 3 and 4.
- Better Buddies

- Friends for Life
- Anger Management, 'No Worries' (Dealing with Anxiety), Brave (Anxiety program online developed by the University of Queensland) , SEASONS FOR GROWTH
- Restorative Practices and Circle Time
- Counselling through outside agencies
- Safety Programs eg Traffic Ed, Bike Ed, swimming
- Garren Garren - Indigenous Strategy
- Festival of Healthy living
- Kids Hope Aus Mentor Program
- Individual Education Plans
- Fair Behaviour Management Procedures
- Monitoring through Wellbeing team and data collection
- The Trust System
- Student of the Day and Student of the Week - Milo and Cookies
- Good Chance Cards

vii) Professional Learning

Focus on ensuring all staff is able to implement:

- Restorative Practices/Circle Time
- You Can Do It
- Protective Behaviours

Staff training to deliver other programs eg Sex Education, Bully Buster, and any other Social Emotional Learning Programs etc is based on school need, policy or strategic plan.

viii) Support of Positive Behaviour and Relationships with Students, Parents and the Community

Eastbourne 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 reports, parent-teacher interviews, phone-calls, meetings, blogs, emails and diaries.

3. A Staged Response to Behaviour Management

Restorative Classrooms Approach - A restorative approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning. In encouraging and building a cooperative culture in the school it is acknowledged there will be behaviours, events and issues that compromise this ideal. When this occurs Eastbourne Primary School will use a restorative practises approach and 'circle time' to repair damaged relationships between individuals and groups. The Restorative Practices approach is intended to move the focus away from punitive consequence. Rather 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.

The following restorative practices approach will be used:

A restorative practices approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

1. Serious incidents will require a more formal restorative session that involves Principal Class Officer(s) and all persons affected in the incident and documented.
2. There will be situations where a formal conference involving Principal Class Officer(s), parents, support personnel and those affected by the incident will be required. Any consequence will be imbedded in the restorative practices process that requires a response 'that makes things right' in relation to those who have been affected.
3. Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will convene a student Support Group meeting to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community

4. Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act 1995 (2006) outline 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 delivery services.

Eastbourne gathers data etc to inform of student needs including local based academic achievement data, and attitudes to School data. The school Curriculum and Engagement strategies are driven by Professional Learning Teams, Strategic Teams, Passion Team, the Wellbeing Group, Principal Advisory Group, KIDSMATTER.

All Members of Eastbourne Primary School community have a right to:-		
<ul style="list-style-type: none"> Fully participate in an environment free of discriminatory behaviour-including racist, sexist, ability based, class based, religious 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 Eastbourne Primary School community have a responsibility to:-		
<ul style="list-style-type: none"> 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 their members of the school community 		
All students have the right to:-	All staff have the right to:-	All parents have the right to:-
<ul style="list-style-type: none"> Learn and socialise without interference or intimidation in a safe and secure environment Be treated with respect and fairness as individuals Expect a differentiated learning program that meets their individual needs Disability Discrimination Act 1992 Disability Standards for Education 2005 	<ul style="list-style-type: none"> Work in an atmosphere of order and cooperation Use discretion in the application of rules and consequences Receive respect and support from the school community Disability Discrimination Act 1992 Education and Training Reform Act 2006 	<ul style="list-style-type: none"> 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 students have a responsibility to:-	All staff have a responsibility to:-	All parents have a responsibility to:-
<ul style="list-style-type: none"> Be prepared to learn Explore their full potential Respect the rights of others 	<ul style="list-style-type: none"> Build positive relationships with students as a basis for engagement and learning Use and manage the resources of the school to create stimulating, safe and meaningful learning Treat all members of the school community with respect, fairness and dignity Provide an appropriate curriculum and monitor and measure student growth with precision 	<ul style="list-style-type: none"> Build positive relationships with members of the school community Ensure students attend school and have the appropriate learning materials Promote respectful relationships

Bullying and Cyberbullying

Eastbourne Primary School does not tolerate any form of bullying. Procedures for dealing with bullying are outlined in the school's 'Discipline Procedures' document under the heading 'Harassment'.

The school will provide a positive culture where bullying is not accepted, and in doing so, all will have the right of respect from others and the right to learn, teach and play in a safe school environment.

The school aims to:

- Seek parental and peer group support and cooperation at all times.
- Reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Encourage everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or target.
- Ensure that all reported incidents of bullying are followed up appropriately and that support is given to both the targets and the perpetrators.

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Bullying has been described by researchers as taking many forms which are often interrelated and include:

- Verbal (name calling, put downs, threats)
- Physical (hitting, punching, kicking, scratching, tripping, spitting)
- Social (ignoring, excluding, ostracising, alienating)
- Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions)
- Use of technology/electronic devices including internet and mobile phones to intimidate, ridicule, harass etc (Cyberbullying)

5. Shared Expectations

Eastbourne 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 are 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 backgrounds, communities and experiences.

Purpose of Eastbourne Primary School

Eastbourne Primary School provides a high quality, engaging education, promoting opportunities for success and positive values within a safe, secure, supportive and caring community environment for all students.

Values - The Trust System

Since 2013 Eastbourne Primary School has developed a system based on Trust to instil basic social values in students. We use the term Trust but it also reinforces many other important values such as Respect, Responsibility, Rights, Honesty and Integrity. Trust is a value that underpins the cohesion of our society. To cohabit in large social systems and be able to 'get along' without fear or loss, we need to be able to depend on each other to contribute, and rely on each other to deliver and this involves trust. Trust is also linked to self-esteem - having a sense of being trusted impacts positively on our mental health. It also helps us to have trust that the world is safe and the optimism to believe that things generally turn out well. Trust in the classroom ensures the rights and responsibilities of all are understood and provided so the most effective learning can take place. Since the system has been running there has been a marked improvement

in student behaviour and the learning culture of the school and this is reflected in the responses from students and parents in the annual Student, Parent and Staff Opinion surveys.

The Trust System supports Values Education and the Civics and Citizenship curriculum area. It also complements the 'You Can Do It' Social Skills Program.

The systems being used across the school vary according to year level due to different student needs and maturity. The systems all must comply with the principles listed below.

The underlying philosophy/principals of the Trust System are:

- To instil the Values and Attitudes for learning and getting along at school
- To complement the teaching of social/emotional skills
- To provide a guideline for a positive culture in the classrooms
- To replicate the laws, social justice and equality of the Australian cultural and values systems.
- To complement the school's Behaviour Management system
- To promote student self-esteem and self-regulation
- To develop an understanding of consequences and responsibility
- To support a restorative school environment

The Trust System supports the 3 Common Understandings/Right and Responsibilities at Eastbourne Primary School

Common Understandings/Rights and Responsibilities

Everyone has the right to feel safe.

Everyone has the right to be treated with respect.

Everyone has the right to learn without being disrupted.

The values of Eastbourne Primary School are demonstrated by the following shared expectations and behaviours:-

Pride/Self esteem

- The classroom is a place where we actively participate and strive for our personal best
- The way we behave shows we are proud of our school, ourselves and our family
- We strive for excellence and try our personal best in everything we do and present.

Respect

- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity
- We play and work safely at all times

Trust and Honesty

- We strive to earn the trust of others
- We understand that being trusted is good for our wellbeing and self esteem
- We believe in the importance of honesty in our society

Responsibility

- We take responsibility for our own behaviour and understand the logical consequences that follow.
- We are responsible for our learning and the learning of others
- We will endeavour to be self-motivated learners.
- We take care of our own and others personal property and space

Expectations-Staff

i) Engagement

The Eastbourne Primary School Leadership team will:-

- Uphold the right of every child to receive an education
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under the equal opportunity and human rights legislation
- Collaborate with the Victorian Primary 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.
- 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

The Eastbourne Primary School teachers and other staff will:-

- Develop flexible teaching and learning styles to engage all learners
- Deliver curriculum and assessment that challenges and extends student's learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student involvement in decision making, developing a positive school culture in and outside the classroom
- 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 teaching and learning approach
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary

ii) Attendance

In compliance with Departmental procedures Eastbourne Primary School staff will:-

- Promote regular, 'on time' attendance with all members of the school community
- Monitor and follow up on lateness and absences as per Attendance Policy

iii) Behaviour

Eastbourne Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering a whole-school response and approach to behavioural issues. All members of the school community are expected to participate in the educational environment

with curiosity, enthusiasm and mutual respect. Eastbourne Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

Expectations-Student

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 absent students must pass onto the school an explanation for the absence from their parents/carers
- Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected:-

- 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 and
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute 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
- To be aware of the Common Understandings Rights/Responsibilities

Expectations-Parents/Carers:-

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse 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 learning by building positive relationships with Eastbourne Primary School through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications 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
- When a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

- Parents/carers should understand and respect Eastbourne Primary School's behavioural expectations. This includes treating all staff, students and each other with respect.
- Parents are expected to work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

6. Actions and Consequences

Community Consultation

Wellbeing decisions are made through the Wellbeing Committee. The Wellbeing Committee utilises the student services and community groups who can offer counselling, Speech Pathology, Psychology, family support, therapy etc. When a student's need is identified the appropriate action will be taken. Involvement of parents/carers may be arranged and relevant services are linked in (eg Anglicare, OzChild). SSG minutes are taken, Individual Learning/Behaviour Plans are developed or a Staged Response is implemented.

Appropriate Behaviour and Inappropriate Behaviour

Eastbourne Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement.

When students do not meet these expectations, a stage response is implemented consistent with logical consequences outlined below. This is to be implemented using the restorative practices and summarized 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
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebration at assemblies • Praise • Reports • References • Newsletters • Leadership opportunities • Scholarships • Positive feedback • The right to represent the school • Award nights • Attending Camps and excursions • Student of the Week • Student of the Day • Recognition of trust on Trust Chart 	<p>Inappropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Implement Restorative Practices - restorative conversation: Apology • Talking to the student and referring them to the shared expectations as per yearly Infusion • Circle Time discussion to solve a problem • Discussing appropriate behaviours in the classroom • Making changes to the student's learning program to better equip him/her to behave positively • Action to make it right/logical consequence (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 • Explicit Teaching of appropriate behaviour • Direct the student to a place where they are more closely monitored • Counselling • Appropriate behaviours taught and agreed • Payment for damage sought • Withdraw privileges • Withdrawal from camp/excursion • Withdraw/exiting student temporarily from class

	<ul style="list-style-type: none"> • Hold student support group meetings • Negotiate alternate pathways or settings for students • Suspension (formal or in house) • Expulsion as per DE&T Student Engagement and Inclusion Guidance March 2014 - this is regarded as a last resort
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7. Strategies for Communicating and Engaging with Parents/Carers

As part of KidsMatter Component 1 (Positive School Community) Eastbourne is reflecting on our present practices in communicating and engaging with parents/careers, identifying concerns and developing strategies to address the concerns. At present the school shares expectations with the community through Education Week, Fundraising and social events, Student Support Group Meetings, Interviews, Newsletter (CONTACT), notices, talking face to face/on phone, offering parenting Programs, Chaplaincy Program, Assemblies, School Council subcommittees, Annual General Meetings, Open Door Policy, Parent Engagement Officer.

Students receive a Student Report twice a year and two formal meeting times to meet with parents. All staff will also regularly communicate with home with positive feedback about their students eg Student of the Week, an email, informal conversation face to face or on the phone and touch base reporting on student progress.