

Every child, every opportunity

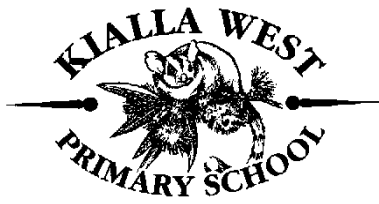
Student Engagement Policy 2013

Kialla West Primary School

1727



Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Student Engagement Policy was endorsed at a meeting of School Council.	✓
		Wes Teague 3-6-2013



SCHOOL NO. 1727 - KIALLA WEST

Policy Statement: Student Engagement

Responsibility: Principal, Staff, Students and Relevant Community Members

This Policy was ratified by the Kialla West PS School Council in 2013



KIALLA WEST PRIMARY SCHOOL

Student Engagement Policy

1-SCHOOL PROFILE STATEMENT

Kialla West Primary School is located 5 kilometres from Shepparton. Shepparton is a large provincial centre located two hours north of Melbourne. The Kialla west area has now almost joined up lineally with Shepparton. Students attend the school from the fast growing Kialla area and from the farms and small villages to the south of the school. The school has had increases in enrolment for the last decade. This growth will possibly continue but at a smaller rate until more houses are built in the vicinity of the school. Adding to this growth will be the completion of the Goulburn Valley Highway 5 kilometres to the south of the school.

The grounds are attractive and the community want the school to have that rural feel and flavour remain if possible. The majority of our students are from families whose parents both work. The school runs an After School program to assist parents who work later than school dismissal times.

The school has a dedicated staff who work well as a team. The staff profile is balanced in males & females and youth and experienced teachers. The special features of our school are the teaching of Kids Matter, Bounce Back & THRASS. The school has developed a student tracking system. This system gives teachers improved and immediate access to information on individual students so that they can make improved decisions on the educational and social development of their students. All students have an individual learning plan. This plan will follow the student through their primary school life.

In summary the school is a happy and enthusiastic place to work and learn. All the students, staff, and parents surveys are very positive. The students NAPLAN and other test results are also good.

2-WHOLE SCHOOL PREVENTION STATEMENT

VALUES

1. Pride
2. Excellence
3. Resilience

Developing Positive Behaviour

Kialla West Primary School aims to develop socially well adjusted children who perform academically to the best of their ability in a safe, friendly and caring environment and to develop the necessary skills and knowledge to become valued members of the community.

At Kialla West PS we use a program called Bounce Back and Kids Matter. This program is designed to assist individuals to understand their own learning and become better learners both in school and out.

The aims are to give students more confidence in their own learning ability. Confident students learn faster and learn better. They concentrate more, think harder and find learning more enjoyable through understanding how they learn.

To achieve this we will strive to:

- Provide highly motivated and qualified staff to facilitate the education of our students.
- Provide physical facilities and grounds that enhance learning.
- Have high but realistic expectations of students and encourage students to “be their best.”
- Provide programs that are innovative, challenging and relevant to the needs of our students.
- Build partnerships with parents, Shepparton Cluster Network, the local community and neighbouring schools.
- Giving constant positive reinforcement to improve self-esteem.
- Acknowledging student achievement in the newsletter and at assemblies.
- Encouraging friendship, sharing, tolerance and compassion amongst all children.
- Requiring children to accept some responsibility for their actions.
- Providing adequate supervision in the school grounds, making a special effort to observe, assist and involve children with problems.
- Developing a whole staff approach to the resolution of problems occurring both in and out of the classroom.
- Being consistent and fair in applying logical consequences.
- Encouraging understanding and awareness of the school rules.

- Provide students with individual learning plans.
- Provide intervention and extension assistance for students.
- Students are recognised at assembly and in the Newsletter for positive behaviour with awards such as Student of the Week, School Captains Award, Terrific Kid Award and for School Attendance.
- Ensure all children adhere to the anti-bullying policy.

Relevant Targets from our Strategic Plan (2011-2014)

- To maintain average P-6 absence levels below 10 days per student
- To maintain parent opinion across all dimensions above the 50th percentile.

Goals and targets from our Annual Implementation Plan

Student Engagement and Wellbeing Goals

- To provide a safe, nurturing and welcoming environment that encourages student's responsibility and input as well as developing respect for others.

Targets

- All students to feel safe and secure in our school.
- Parents to be satisfied with the quality of teacher and general satisfaction of the school

Student Pathways and transition Goal

- Provide effective and supportive transactions for students entering, moving through and departing the school.

Target

- Reduce the amount of student absences to below 10 per student.

SUPPORT AND PREVENTION

Preventative and supportive strategies are applied to encourage the development of a school climate within which personal responsibility and self-discipline is fostered. Eg.

- Positive rewards for desired behaviour –STUDENTS OF THE WEEK.
- Social skills Programs- Bounce Back and Kids Matter.
- Collegial Support - to diffuse a potential problem a child may be placed with another staff member for a specific period of time.
- Involvement of outside agencies to support children and families. Eg. Goulburn Valley Family Care; DEECD. Social Worker; the Bridge; Oz Child, SCOPE.
- Liaison with Regional Student Welfare and Discipline Officer

POSITIVE STRATEGIES

In an attempt to foster desired positive outcomes the School is committed to utilising the following positive strategies:

- Positive reinforcement.
- Improve self-concept.
- Encourage friendship.
- Develop respect and acknowledge differences.
- Encourage sharing, tolerance and compassion amongst all children.
- Enhance and encourage parent / teacher contact.
- Be actively involved with the children.
- Make special effort to observe, assist and involve children with problems.
- Be consistent and fair in applying logical forms of punishment.
- Encourage organised and responsible play within our playground.
- Values Education
- Kids Matter

ATTENDANCE

We have a clear focus on student attendance with regular updates and reminders of the importance of being at school in the Newsletter and at assemblies.

Attendance is a target in our Strategic and Annual implementation Plans.

Students are encouraged to attend every day and parents are encouraged to send their students to school each day unless they are unwell.

We encourage parents to make appointments where possible, out of school hours.

If students are absent, parents are to write a note or contact the school.

3-RIGHTS AND RESPONSIBILITIES

STUDENT, TEACHER & PARENT RIGHTS

The Student Engagement Policy is based on the following principles:

1. All students are to be valued and treated with respect.
2. Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
3. Students have the right to be treated and spoken to fairly and respectfully by teachers, students and parents.
4. Students have the rights to ask questions and share ideas.
5. Teachers have the right to teach in an atmosphere of order and cooperation.
6. Teachers have the right to be treated with respect by students, parents and colleagues.
7. Teachers have the right to feel safe in the school environment.
8. Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
9. Parents have an obligation to support the Principal and Staff in their efforts to maintain a productive teaching and learning environment.
10. Principal and Staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently.
11. Positive relationships to be encouraged amongst all students.

STUDENT RESPONSIBILITIES

1. A responsibility to allow others to work without being bothered.
2. A responsibility to complete your classroom activities.
3. A responsibility to respect others.
4. A responsibility to take care of all property including school, personal and others.
5. A responsibility to come to school and to be on time.
6. A responsibility to obey school rules.
7. A responsibility to take messages home.
8. A responsibility to practise good personal cleanliness.
9. A responsibility to be cooperative and fair at sport and play.
10. A responsibility when on school activities/excursions to continue to obey school rules.
11. A responsibility to be courteous and respectful to all people involved in school programs, including all visitors to our school.

TEACHER RESPONSIBILITIES

1. A responsibility to ensure that all students are safe and happy in their school environment.
2. A responsibility to treat all children, parents and colleagues fairly and respectfully.
3. A responsibility to promote an environment, which maximises the opportunity of all students to strive for excellence.
4. A responsibility to provide and promote positive role models for students at all times.
5. Provide opportunities for all students to experience personal success
6. A responsibility to inform parents of their child's performance at school.
7. A responsibility to treat all children equally, regardless of gender, race or religion.
8. Arrive at school on time, prepared for effective teaching.
9. Contribute to the development of units of work through effective planning and sharing.
10. Display consistency when dealing with student management issues both in and out of the classroom.
11. Discuss and reinforce school rules and high expectations.

PARENT RESPONSIBILITIES / RIGHTS

1. A responsibility to ensure your child attends school.
2. A responsibility to support the School Discipline and Uniform Policy.
3. A responsibility to support the school in its efforts to maintain a positive teaching and learning environment.
4. Being aware of school rules and encouraging acceptable social behaviour.
5. Provide the school with current up to date contact information.
6. Ensuring your child has enough sleep at night and that they are provided with breakfast before attending school each day.
7. Provide your child with lunch (preferably healthy) and snack each day.
8. Support the schools homework and reading at home philosophy.
9. Ensuring your child wears correct school uniform.
10. A responsibility to communicate all matters that may affect your child's learning.
11. For all appointments during school time an approved adult must collect and sign out the child, from the main office.

4-SHARED EXPECTATIONS

Care for yourself: Skills & Practices

- Correct uniform is expected to be worn at all times.
- Hygienic use of toilets at all times.
- Play safely and responsibly.
- Remain within school grounds unless permitted to leave.
- Practice safe bike use and road safety when travelling to and from school.
- Care for your personal belongings and equipment.
- Follow Sun Safety practices.
- Stay in undercover areas if you have no hat.
- Walk on the concrete paths and around buildings.
- Healthy lunches

Care for others: Skills & Practices

- Keep hands and feet to yourself.
- Speak politely to others.
- Follow teacher directions and requests.
- Move carefully around the school.
- Care for and look after equipment and belongings of others.
- Value and respect individual differences.
- Return found items to the office.
- Walk your bike/ scooter to and from the bike shed.

Care for Your Learning: Skills & Practices

- Be on time for all lessons and activities.
- Complete homework neatly and on time.
- Come to school prepared with all necessary items.
- Keep your work area and classroom tidy.
- Observe the rules of your classroom.
- Take pride in your work and strive for excellence.

Care for Your School: Skills & Practices

- Keep grounds litter free.
- Look after garden areas.
- Look after and care for school equipment.
- Play in appropriate play areas.

5-ACTIONS AND CONSEQUENCES

SCHOOL RULES

RIGHTS	RULES	NEGATIVE CONSEQUENCES	POSITIVE CONSEQUENCES
<p>Students have the right to learn and achieve.</p>	<p>We do not distract others in class.</p> <p>We respect each other's property.</p> <p>We complete our work quietly and to the best of our ability</p>	<p><u>3Step Process</u></p> <ol style="list-style-type: none"> 1. Verbal reminder/s of appropriate behaviours and consequences if the behaviour continues. 2. Time-out in classroom recess/lunch) 3. Sent to school SOS (Detention) 	<p>Verbal praise</p> <p>Awards/certificates Stickers</p> <p>Public recognition at assemblies and in the Newsletter</p>
<p>Teachers have the right to teach without interruptions.</p>	<p>We follow teacher's instructions.</p> <p>We are punctual, we enter the room in an orderly manner and we are organised and ready for work at the appropriate times.</p> <p>We use manners-please, thank you etc.</p>	<p><u>3Step Process</u></p> <ol style="list-style-type: none"> 1. Verbal reminder/s of appropriate behaviours and consequences if the behaviour continues. 2. Time-out in classroom recess/lunch) 3. Sent to school SOS (Detention) 	<p>Verbal praise</p> <p>Awards/certificates Stickers</p> <p>Public recognition at assemblies and in the Newsletter</p>
<p>Students and Teachers have the right to feel safe- emotionally and physically.</p>	<p>We do not hurt another person physically or emotionally. (Fighting, bullying, swearing, teasing or any form of aggressive behaviour is not permitted and will not be tolerated).</p> <p>We do not use behaviour that is offensive, degrading or insulting to others.</p> <p>Dangerous items must never be brought to school.</p>	<p>Removal from class/yard</p> <p>Exit to office</p> <p>Possible suspension</p>	<p>Verbal praise</p> <p>Awards/certificates Stickers</p> <p>Public recognition at assemblies and in the Newsletter</p>

RIGHTS	RULES	NEGATIVE CONSEQUENCES	POSITIVE CONSEQUENCES
<p>Students have the Right to be part of the Kialla West community.</p>	<p>We must respect and take care of all school property.</p> <p>Vandalism or theft will not be tolerated.</p> <p>We wear tidy and correct school uniform every day.</p> <p>All food is eaten in the appropriate areas and all rubbish is put in the bin.</p>	<p>Removal from class/yard</p> <p>Exit to office</p> <p>Possible suspension</p> <p>Intentional damage must be repaired or replaced.</p> <p>Possible SOS</p> <p>Reminder of school rules.</p> <p>Yard duty picking up papers.</p>	<p>Verbal praise</p> <p>Awards/certificates Stickers</p> <p>Public recognition at assemblies and in the Newsletter</p>
<p>Students have the right to play and feel safe in the yard.</p>	<p>We stay in the school grounds at all times.</p> <p>We remain outside of the school buildings before and after school and during recess and lunch unless we have permission.</p> <p>We do not climb on roofs, trees, fences or parts of the school buildings.</p> <p>We play co-operatively and by the rules of the games we play</p> <p>We do not play in the toilets, garden beds and breezeways.</p> <p>We wear our hats from Sept 1st to April 30th.</p>	<p><u>3 Step Process</u></p> <ol style="list-style-type: none"> 1. Verbal reminder of appropriate behaviours and consequences if the behaviour continues. 2. Student to accompany the yard duty teacher for a time determined by the teacher on duty 3. Removed from yard to school SOS (Detention) <p>No Hat-No Play Children directed to quiet area.</p>	<p>Verbal praise</p> <p>Awards/certificates Stickers</p> <p>Public recognition at assemblies and in the Newsletter</p>

Sorting Out Solutions SOS

- SOS (detention) should be used when all natural consequential discipline methods have been exhausted or are not appropriate.
- Students will be supervised at all times
- SOS should only last for half of the student's lunchtime or recess.
- Students will complete a reflection sheet (SOS form) which relates to their behaviour. Children may also be asked to complete work that has been unfinished due to their behaviour.

SUSPENSION

A principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

1. Behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
2. Commits an act of significant violence against a person or causes significant damage to or destruction of property; is knowingly involved in the theft of property; or
3. Possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
4. Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
5. Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
6. Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
7. A student can be suspended for up to a maximum of 5 days at any one time.

In determining whether to suspend a student, the principal must ensure that suspending the student is appropriate to:

- the behaviour for which the student is being suspended
- the educational needs of the student
- any disability or additional learning need of the student
- the age of the student
- the residential and social circumstances of the student.

KIALLA WEST PRIMARY SCHOOL WELFARE POLICY - ANTI-BULLYING

PURPOSE:

All members of Kialla West Primary School have the right to feel safe at all times. The school is committed to achieving this and each student and staff member has the responsibility to support and promote this right.

DEFINITION:

Being bullied means that someone is subjected to behaviour that is hurtful, threatening or frightening and the behaviour is repeated over time. Bullying takes many forms:

PHYSICAL:

Includes fighting, pushing, shoving or invading someone's personal space.

VERBAL:

Includes name calling, offensive language, put downs, picking on people because of disability, race, gender or religion as well as making up stories about others.

NON-VERBAL:

Includes rude gestures and offensive body language to another person.

VICTIMISATION:

Includes stand over tactics, teasing, picking on others, threats to "get" people, hiding or damaging others' property.

EXCLUSION:

Includes deliberately leaving people out of activities.

RACIAL DISCRIMINATION of any kind is a form of bullying.

1. GUIDELINES:

REPORTING:

- At our school it is a child's right and responsibility to report bullying whether it happens to them or to someone else. Reporting to the class teacher, duty teacher, teacher's aide or Principal will ensure action will be taken.
- Parents who become aware of bullying are encouraged to report this to the Principal. Once reported to the principal an investigation will take place. Feedback regarding steps taken will aim to be provided to parents within 7 days. Complex situations requiring further investigation may take up to 20 days.

ANTI-BULLYING PROGRAM:

- Classes will discuss student behaviour including bullying, but will reinforce positive behaviour.
- Children at our school will be able to report names of those who are bullying them, without fear of recrimination.
- The Principal and the Teachers will monitor bullying in the school.
- Counselling will be very positive and aimed at improving the behaviour. It will involve goals being set and strategies to assist children to meet their needs without bullying others.
- Parents will be advised by the Principal or teacher about the bullying.

VICTIMS:

- Reports will be taken seriously.
- All children will receive social skill education and strategies to help them deal with bullying behaviour.
- Families receive special counselling.

ACCESS:

- The Student Engagement Policy part of the Anti-Bullying Policy and review of the Anti-Bullying Policy also includes the review of the Student Engagement Policy.
- Staff, students and parents are to be notified of any changes to the Anti-Bullying Policy and Student Engagement Policy.
- The Student Engagement Policy will be uploaded to the school internet site.

The Principal, in consultation with School Council, may vary this Policy if circumstances require.