

FRANKSTON HEIGHTS PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY

2016-2019



SCHOOL PROFILE STATEMENT

Frankston Heights Primary School is situated in suburban Frankston. The school has an enrolment of approximately 275 students and prides itself on being a small, caring school with a strong community spirit.

The school's vision is to prepare students for our ever changing, global community through innovative, vibrant learning experiences. We achieve this in a safe, secure and supportive environment.

Current enrolment trends and demographic data suggest that our school will continue to have a population exceeding 250 over the next two to three years and will then see a further increase in enrolments to approach the 250 mark within five years.

Our school student and family population consists of:

- A school SFO (Student Family Occupation) of .58
- Five students supported by the Program for Students with Disabilities.
- 1 Koorie student
- A predominantly English speaking background of families however we have 8 families who have indicated they speak a language other than English at home.

The school staffing profile is represented by staff in all ranges. In 2017 the school will have 13 full-time class teachers, 5 specialist teachers, 3 Integration aides/Education support, 6 graduate teachers, 5 part time staff, 3 Administrative Staff and two Principal class staff.

The school provides a variety of pastoral, student welfare and wellbeing programs including CASSE (Creating a safe and supporting environment), Kids Matter, Bounce Back and a Student Leadership Team that includes School Captains, House Captains and Performing Arts, ICT, Sport and Environment Captains. We also have a successful transition program. Specialist classes are offered in Science, Art, Performing Arts, Physical Education and LOTE. Extra curricula activities include camps at Years 3 – 6, whole school swimming program, National archery in Schools Program, RACV HPV, whole school productions and performances.

The school offers an innovative and inquiry based curriculum where emphasis is placed on purposeful and differentiated curriculum to engage and cater for the needs of all students.

The current upgrade of facilities in the school supports the vision of delivering a 21st century learning centre to the community.

WHOLE SCHOOL PREVENTION STATEMENT

Creating a positive school culture

At Frankston Heights Primary school we recognise that effective schools are preparing young people for their adult lives. To achieve this we provide a strong foundation for student learning by ensuring that student wellbeing and engagement is a whole school priority. Our school supports the philosophy that:

- social and emotional wellbeing underpin effective student learning and positive behaviour.
- students must feel valued and cared for.
- students must have meaningful opportunities to contribute to the school and effectively engage with their learning.

The establishment of positive relationships between staff, students, parents and the wider community is highly valued and a priority at Frankston Heights.

Building a safe and supportive school environment

At Frankston Heights we offer a broad and engaging differentiated and inquiry based curriculum that is based on the Victorian Curriculum standards. We believe that all children can succeed and staff set high expectations for students and seek feedback from students and parents to aid achievement.

Our safe school environment is based upon the establishment of democratic and well run classrooms where the expectations of students and teachers are made explicit. This is implemented by developing a Positive Classroom Culture through our 'Learning to Learn Program' at the beginning of each school year, in each class, and through consistent approaches using a Whole School Stages of Behaviour.

Curriculum planning every term at each level of the school will include an Approach to Whole School Kids Matter and Respectful Relationships Program.

In building a safe and supportive environment for our students there will be occasions when behaviours and events occur that do not abide by the school's expectations of student behaviour. In these cases the school will also:

- Undertake a restorative practices approach to work through problems encountered.

The school has a well established committee system which includes:

- Leadership team-School Improvement Teams in (ICT, Mathematics, English, Student Wellbeing)
- Professional Learning Teams

These committees respond to students' emotional, cognitive and behavioural needs. Outside agencies and support is sought when required.

Parent and wider community participation is encouraged through membership at School Council, our Friends of Heights team and parent participation in a multitude of ways such as parent helpers in literacy and numeracy groups, camps, excursions, fundraising events, productions, special events, walkathons etc.

Our Kindergarten – Foundation transition program is extensive, beginning in Term Four, in the year prior to school commencement and involves a once a week immersion in school activities, a buddy system between Foundation and Year five students and formal transition days for both children and parents to prepare them for primary school.

Transition from Year 6 – 7 involves visitations to secondary schools, formal transition days as determined by DEECD and intensive communication with neighbouring schools to increase resilience and ensure students develop a readiness to enter their new school environment.

Values

Frankston Heights encourages personal achievement, creativity and team work skills and fostering respect for others. We aim to develop individual skills of leadership, independent, critical thinking and problem solving. Life and relationships at Frankston Heights are characterised by our Frankston Heights value. The 3R's.

1. Respect

Students who

- Are self- accepting and accepting of others
 - Have respect for themselves and others
- Recognise their own achievements and achievements of others

Teachers who

- Encourage personal achievement, creativity and teamwork skills and fostering respect for others

- Develop positive relationships with students and their parents and solid partnerships between home and school
- Build relationships with our local community and across schools
- Build positive relationships and high level communication skills

2. Responsibility

Students who

- Take responsibility for their own behaviour
- Take responsibility for the environment, accept diversity and difference
- Can apply themselves to their learning
- Overcome confronting situations using positive strategies
- Include and work with others

Teachers who

- Encourage students in their learning
- Have high standards of learning and teaching
- Support students through difficulties
- Encourage interaction and social acceptance
- Provide programs that are both challenging and motivating

3. Resilience

Students who

- Persevere through challenges
- Can overcome confronting situations
- Can apply themselves to their learning
- Are risk takers
- Have an “I can do attitude”
- Are able to organise and manage their time effectively
- Can work towards achieving their or full potential

Teachers who

- Encourage students in their learning
- Support students through difficulties
- Encourage interaction and social acceptance

Positive, supportive and respectful relationships that value diversity.

The school supports an open door policy that encourages parent/ caregivers to be actively involved in the school.

Promoting pro – social values and behaviours

The school provides a number of programs to support the development of pro-social skills that provide close links with the Victorian Curriculum to encourage students to work with others, and to take greater responsibility for their own learning and participation at school.

These school programs are:

- Kids Matter
- CASSE-Creating a Caring and Safe Environment
- Bounce Back

Student participation

Student voice is encouraged and provided through Student Leadership Team Meetings at year 6. All classes are encouraged to put forward their views about the school and suggestions to the Student Leadership Team at class meeting times. Our Student Leaders are responsible for organising and running the school's whole school assembly each week, organising the whole school house point system and for the organisation of lunch time activities.

Student voice and consultation is also developed in the formulation of class rules and protocols, negotiated curriculum and student forums(Such as Grade 5 Wellbeing Sessions).

Student participation is supported at the school by involvement in the decisions about what and how they learn, and how their learning is assessed. In junior classes, play based learning projects support this while in senior classes negotiated, differentiated and inquiry based curriculum is delivered, catering for individual learning styles.

Individual education plans for all students will be developed through consultation with students, teachers, parents and support staff.

Proactively engaging with parents/carers

The school requires the active involvement of parents in the learning and behaviour of each student.

This is achieved through:

- Parent – teacher interviews
- Comprehensive and accurate written reports
- Communication diaries
- Fortnightly newsletters
- Information packs for new parents
- Phone calls and meetings e.g. camp information nights.
- School website that is continually updated with pertinent information, school calendar of events, newsletter etc.
- Parent information book
- Ready , Set, Prep program pamphlet

Implementing preventative and early intervention measures

ATTENDANCE:

The school will continue to implement the “Every day Counts” program to increase school community awareness of the important role that consistent attendance at school has on the engagement and ability of students’ to learn. The school will raise awareness of this program through promotion of its policy on the school website, newsletter, parent information nights and other forums where parents attend. Students will be immersed in the philosophy of “Everyday Counts” through curriculum planning, reminders at weekly, whole school assembly and through proactive strategies in classrooms to encourage attendance and punctuality at school.

Additional prevention and early intervention strategies can be found at <http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/initiative.htm>

CURRICULUM

The school will continue to develop literacy and numeracy curriculum in line with the strategic and annual implementation plans. This will include the review and development of

explicit school documents in the delivery of literacy and numeracy throughout the school to increase student learning. Inquiry, differentiated, purposeful and thinking curriculums will be the expectation at the school with all students having Individual Education Plans developed through consultation with staff, parents and students.

Kids Matter and Respectful Relationships Curriculum are implemented on a whole school basis throughout the school year.

TRANSITION

The school's Principal Class and Leadership Team will continually review and adapt the school's transition program at all levels of the school to ensure it meets the needs of all students.

WELFARE AND WELLBEING

The school welfare and wellbeing team, led by the Assistant Principal, will continue to meet regularly each term. The close relationship between SSSO staff and school staff will be continually supported in this forum to ensure the needs of students and families is constantly addressed. Its role will be to identify students or groups of students, who require additional assistance and the type of support they require. Referrals to student services will follow DEECD guidelines.

The school will continue to facilitate a whole school house point system which will be celebrated at school assemblies.

The school will continue to provide lunchtime programs to engage students and aid in behaviour management by keeping students active and challenged. These will be facilitated by staff, parents and school student leadership teams- or other students with talents or skills.

Extra curricula activities will continue to be offered by the school to engage students and continue to develop their social competencies. These will include camping programs, excursion and incursion opportunities, National Schools Archery program, RACH HPV and whole school swimming program.

The school will continue to implement and promote "Sunsmart" programs at a whole school level.

PROFESSIONAL LEARNING

The school will continue to access high quality professional development opportunities for all staff to support its strategic and annual implementation process. Major foci will be on the development of staff skills to ensure purposeful teaching, with an emphasis on differentiated and inquiry learning and transition strategies at all stages of learning. This will be facilitated through professional reading, whole school and Professional Learning Team professional development, targets in Performance Reviews and will utilise staff expertise, consultants, teaching and learning coaches and other support staff as required.

RIGHTS AND RESPONSIBILITIES

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves the right to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act 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 human rights when making decisions and delivering services.

The school acknowledges its obligations and the rights of students under the Disability Discrimination Act 1992, which seeks to eliminate, as far as possible, discrimination of people with a disability. The disability standards set out in this act specify how education and training are to be made accessible to students with a disability. They cover the areas of: enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation.

PARENTS:

RIGHTS:

- To be treated fairly and with respect and without fear of bullying including cyberbullying.
- To feel welcome.
- To be informed.

- To know that their children learn in a safe, friendly and supportive school environment.
- Respect for their views, opinions and contributions.

RESPONSIBILITIES:

- To ensure children attend school punctually and regularly.
- To maintain open and positive communication with school staff and children.
- To model courteous behaviour and treat members of the school community with respect and consideration.
- To ensure children have appropriate supplies for school and abide by the school uniform policy.
- Support the school behaviour management plan, homework policy and class rules.
- To support the school's bullying policy, including cyber bullying.

STAFF:

RIGHTS:

- To be treated fairly and with respect and without fear of bullying including cyberbullying.
- To teach in a friendly, safe and co-operative environment that is supported by the school community.
- To teach in a purposeful and non- disruptive environment.

RESPONSIBILITIES:

- To provide a learning environment that will allow children to learn in a friendly, safe and supportive manner.
- To maintain open and positive communication with parents, students and other staff.
- To build positive relationships with students as a basis for engagement and learning.
- To support the school's bullying policy including cyberbullying.

STUDENTS:

RIGHTS:

- To be treated fairly and with respect without fear of bullying including cyberbullying.
- To learn in a safe, friendly and supportive environment.
- To have cooperation and support from parents and staff.

RESPONSIBILITIES:

- To respect the rights of others.
- To be prepared to learn and explore their full potential.
- To contribute to their school in a positive manner.
- To act thoughtfully in and out of school and aim to bring credit to the school.
- To support the school's bullying policy including cyber bullying.

BULLYING & CYBERBULLYING

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance on more than one occasion. Bullies set out to deliberately intimidate, exclude, threaten and or hurt others repeatedly. Bullying is a clear form of harassment. People who use the internet, email, intranets, phones or similar technologies to bully others are cyberbullies.

Bullying and cyberbullying are not acceptable in any form, and consequences exist for students who choose to bully others.

At Frankston Heights we will aim to:

- Reinforce with the community what bullying and cyberbullying is and the fact that it is unacceptable.
- Have everyone within the school community to be alert to signs and evidence of cyberbullying and to have a responsibility to report it to staff whether as observer or victim.
- Seek parental and peer – group support and co-operation at all times.
- Parents, teachers, students and the community will be aware of the school's position on cyber bullying.

- Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.
- The school will adopt a four phase approach to bullying involving primary and early prevention, prevention and post violation as outlined in its bullying policy.

For further information see: Safe Schools are Effective Schools at <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

SHARED EXPECTATIONS

Our school has developed shared expectations to ensure that the learning, safety and rights of all are respected.

At Frankston Heights we value:

3. **Respect**-self, others, environment, school, rules, honesty, inclusion
4. **Resilience**-positivity. Courage, persistence
5. **Responsibility** –inclusion, patience, team work, accountability.
6. A safe and caring environment.
7. Community involvement.
8. A desire to learn and be successful.
9. Acceptance and appreciation of diversity within our community.

EXPECTATIONS

Leadership team:

- Ensure the values of the school are upheld by the whole school community.
- Ensure that the school complies with its duty of care to each student and complies with its obligations under the equal opportunity, human rights legislation and disability discrimination act.
- Develop policies and procedures consistent with school strategic plans and DEECD initiatives.
- Ensure the delivery of engaging and purposeful educational activities for all students.

- Ensure the welfare and wellbeing of student and staff is considered and promote positive preventative approaches to issues.
- Promote a positive school culture and celebrate achievements.

Teachers:

- Develop flexible pedagogical styles to engage students.
- Deliver curriculum and assessment that caters for all students.
- Develop positive relationships with students to promote engagement, wellbeing and learning.
- Provide opportunities for student voice in developing a positive school culture.
- Support the school policies and procedures.
- Abide by the Victorian Teaching Profession Code of Conduct.
- Build a collegiate atmosphere with other staff and teams to share strategies and support each other in engagement, wellbeing and attendance strategies to support students.

Students:

- To come to school every day that the school is open to students and to arrive on time and ready to learn.
- To treat their peers, teachers, parents and members of the school community with respect.
- To support each other's learning in a considerate manner.
- To understand and support the school's policies and procedures of behaviour management.
- To demonstrate a respect for the rights and views of others.
- As they progress through the school, to take greater responsibility for their own learning and goal setting to achieve their best.
- To understand that bullying, cyberbullying, inappropriate language, violence, property damage or disruption to other students learning is unacceptable.

Parents:

- To take an active interest in their child's educational progress.

- To regularly and constructively communicate with school staff regarding their child's learning and wellbeing to actively support their child's engagement in the school environment. This can be achieved through attendance at parent – teacher interviews, celebrations, student support groups, student activities and through responding to communications in a timely manner.
- To ensure that their children are punctual and attend school regularly.
- To model positive behaviours to their children.
- To support the school's behaviour management plan and school rules to promote a consistent approach with the school that supports their child's learning, behaviour and engagement at school.

SCHOOL ACTIONS AND CONSEQUENCES:

Student engagement, regular attendance and appropriate behaviours will be encouraged through the implementation of whole school strategies supported by targeted and individualised support when required.

Equal emphasis will be placed on issuing positive consequences for meeting high expectations as there is on negative behaviours.

Appropriate behaviours will be recognised through:

- class and individual awards at weekly assemblies
- written and oral reports to parents/caregivers
- positive feedback
- leadership opportunities
- representing the school
- newsletter and other communications to the school community

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response that has a prevention and early intervention, data based focus.

Inappropriate behaviours will be dealt with on an individual basis. Students are encouraged to take responsibility for their own actions.

Consequences for inappropriate behaviour may include:

- talking to the student and referring them to the school and class rules.

- discussing appropriate behaviours in the classroom and instigating restorative practices.
- parent contact.
- peer mediation.
- making changes to the student's educational program to better equip them to make correct choices.
- developing a behaviour management plan or a mentoring program
- withdrawal of privileges.
- temporary withdrawal from class.
- student support group meetings.
- inclusion in pro-social programs.
- payment in kind for damages
- SSSO referrals
- Liaison with further DEECD and community agencies e.g. Ozchild etc.

Ongoing Behaviour issues will be supported through a staged response process as outlined in DEECD Student Engagement Policy Guidelines 2016.

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

For serious disciplinary measures – suspensions and expulsions – the school will follow Student Engagement Policy guidelines 2016 and DEECD guidelines. The school will promote positive behaviour support – school wide to minimise the time away from school.

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL AND SCHOOL COUNCIL

- The principal will be responsible for leading the development and implementation of the Student Engagement Policy.
- The school council will be engaged in the development of the policy, as it will be responsible for approving the policy, monitoring its effectiveness and evaluating its success.
- The policy will be made available to all members of the school community and will be reviewed as part of the school's three year review cycle.



Date Implemented	20.06.2016
Author	
Approved By	School Council June 2016
Approval Authority (Signature & Date)	Approved again in June 2017
Date Reviewed	
Responsible for Review	This policy will be reviewed annually as part of school council's cycle of policy reviews.
Review Date	June 2017