



MOOLAP PRIMARY SCHOOL

1911

Student Engagement Policy

2015 -2017



Moolap Primary School
Student Engagement Policy

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1. School Profile Statement

Moolap Primary School's purpose is to maintain a small school ethos with a set of distinct core values with an understanding by all, of the educational base within a rapidly changing world.

Moolap Primary School prides itself on a core set of shared values which highlights

- respect,
- relationships between teachers/students/parents and the wider community,
- enthusiasm,
- humour,
- individuality,
- risk taking,
- teamwork and a strong work ethic amongst students,
- family involvement,
- confident students who are characterised by independence, leadership qualities, sporting abilities, friendly relationships and a set of life skills.

Moolap Primary School is located on the Bellarine Peninsula approximately eight kilometres east of the centre of Geelong. The school has a long and proud history dating back 130 years to 1878, when it was first established. It moved to its present site in 1963.

The school population is drawn from the immediate area, but significant numbers of students also come from the Geelong East suburbs of Whittington, St. Albans Park and Newcomb and, to a lesser extent, Leopold. Over 80% of families drive past another school to attend Moolap. The 2015 student family occupation (SFO) index is .5648.

Enrolments are expected to remain between 220 - 230 in the coming years. Over the years, the demography has changed from that of farm families to town dwellers, but the school also serves those who have chosen to live on larger acreages in the immediate Moolap area.

The school is situated on a large rural site, and its attractive grounds feature many mature native trees and several areas for creative play, including two adventure playgrounds and a recently constructed interactive play space at the front of the school.

The school consists of three main learning areas, the BER building, facilitating four classrooms, library, IT area and open learning area. Prep building, containing two prep classrooms, and the Pavilion, which holds four mod 5 classrooms joined by a covered Pavilion for indoor activities and assemblies. In addition to this we have a separate Art / Music room, small canteen used once per week and during special activities day.

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The Administration block is situated between the BER and Prep buildings and holds the Principal's Office, Administration Office, Sick Bay, Staff Room, Cleaners Store, Staff Toilets, Meeting Room and Multi-Purpose Room.

The school has an active parent body, the Moolap Community Group (MCG), which supports all school programs from the writing of grant applications through to canteen operations and fundraising.

The school has aligned its programs to cover the three strands of the Victorian Essential Learning Standard (ausVELS). Specialist programs over the charter period have consisted of art, Indonesian, music, and library. In addition, the school provides an extensive range of extracurricular activities, including swimming, athletics, excursions and incursions, and a camping program.

The school is an active member of the Geelong-Bellarine School Network.

The school operates ten grades – dependent upon student numbers within the year levels. In addition, the school has a .4 Chaplain (funded through the National School Chaplaincy Programme funding, a business manager and .4 clerical assistant and three part-time aides.

The school is committed to the belief that every child has the ability to achieve and that this best occurs in a flexible, happy, sensitive and positive environment. At Moolap there is a strong emphasis on the building of relationships and a commitment to the delivery of high quality programs and the achievement of individual potential. The school is currently involved in Kids Matter and encourages community involvement with this program.

The school council is highly supportive of the school, as is the broader school community. The school values recognise the importance of the involvement of both parents and the wider community in the educational, social and developmental growth of students. The school maintains a friendly, open-door environment which supports the goal of having all members of the school community working in partnership to support student learning.

Moolap Primary School's vision is *"To build a caring community engaged in learning and committed to its values."*

Mission (Purpose)

As a learning community we provide a supportive, challenging and stimulating environment with high expectations for success. We foster respect, integrity and responsibility. Our programs are student centred and focus on developing creativity, effective communication, critical thinking and problem solving skills.

Values

The community of Moolap Primary School is committed to fostering the following values:

Respect:

We are caring and empathetic to others and the environment. We strive to develop a strong personal identity and healthy self-esteem. We work cooperatively with others.

Responsibility:

We are responsible for words, actions and learning. In striving for excellence we extend ourselves, try new things and are organised, persistent and resilient.

Integrity:

We are principled, honest and sincere.

2. Prevention Statement

Preventative School Culture

Positive practices are fundamental elements of our core beliefs and programs. We place key emphasis on prevention programs in order to work towards achieving the following outcomes:

- Creating a positive school culture
- Building a safe and supportive school environment
- Expecting positive, supportive and respectful relationships that value diversity
- Promoting pro-social values and behaviours
- Encouraging student participation
- Proactively engage with parents and carers
- Implementing preventative and early intervention approaches
- Responding to individual students

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

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Teachers and the Leadership Team are encouraged to consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in a range of activities including the formulation of classroom protocols, various student forums and educational decision making committees. Every grade level meets each week in a class meeting to discuss issues. Ideas and concerns from these meetings are passed onto the Student Representative Council. Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, teachers actively engage in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through a range of positive programs that encourage student centered pedagogy based on effective practices.

Prevention Programs

Attendance

Moolap 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 "It's not OK to be away" approach and utilises our School Chaplain to ensure that student attendance is monitored effectively. The school keeps track of absences making phone calls to parents to ensure there is open communication and hopeful prevention of longer term absences. In addition to this the weekly newsletter is used as a vehicle to inform all of the need for regular student attendance including the ill effects on social and academic results due to long term absences.

Restorative Practices

Moolap Primary School has introduced Restorative Practices to encourage engagement, and to build pride, respect and responsibility in each individual student. This extends to the classroom and is the basis for respectful communication, relationships and how to respond to behavioural issues. Teachers have been trained by other staff in its delivery to individuals, small groups and whole classes.

School Strategic Plan

Moolap Primary School's four year Strategic Plan is a key document in setting direction for each and every student within our care. The core elements of Student Learning, Student Engagement and Wellbeing and Transition are all interactive and stepped out strategically to ensure continuous student progression in all areas.

“Kids Matter” program

KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

KidsMatter Primary provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

Parents are invited to attend each Friday afternoon to be involved in Community Activities as part of the program.

Professional Learning

Teacher Professional Learning is given high priority at Moolap Primary School to ensure the strategies and approaches adopted are implemented with integrity. Teachers are professional ‘Life Long Learners’ and as such acknowledge the need to maintain current and best practice in all areas of the curriculum and also in student wellbeing and engagement including positive behavioural management.

How we support positive behaviour and relationships

Moolap 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:

- Information Sessions
- Student Led Conference
- Individual Learning Plans (as required)
- Parent Classroom Helpers
- Phone Calls, Emails & Meetings
- Positive Referrals

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Inclusive programs are offered at Moolap Primary School to embrace life skills, special talents and opportunities to further develop relationships. The following list is examples but certainly not exhaustive:

- Program for Students with Disabilities
- Music program and musical groups
- Senior Leadership program
- Life-Education program
- Gardening program
- Head Lice nursing checks
- Social Arts program
- Puberty Program

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 Moolap 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 through a Student Support Group. The following restorative approach will be used.

A restorative question 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?• Was that a good choice or a bad choice?• 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 realized what had happened?• Was that a good choice or a bad choice?• 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?

A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.

Serious incidents will require a more formal restorative session that involves all persons affected in the incident and is facilitated by teachers, the school chaplain and or the Principal.

- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute 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.
- Consequences apart from apologies may also be imposed including time-out, replacement of damaged goods or withdrawal of privileges.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. 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.

3. Rights and Responsibilities

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 them when making decisions and delivering services.

RIGHTS:

All Members of Moolap 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 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. 	
STUDENT RIGHTS	<ul style="list-style-type: none"> • To learn and fully develop their potential in a safe, caring and supportive environment. • To be treated fairly, respectfully and to have their individual needs catered for. • To be listened to and be able to celebrate their successes.
STAFF RIGHTS	<ul style="list-style-type: none"> • To work within the current ‘staffing agreements’. • Receive respect and support from the school community. • To work within a safe, supportive environment where adequate resources, including professional development, are provided to implement class programs. • To work within a consultative framework where all can be listened to and valued. • Use discretion in the application of rules and consequences.
PARENT RIGHTS	<ul style="list-style-type: none"> • For their children to be educated in a safe, nurturing and encouraging learning environment. • Expect both open and confidential communication and active participation in their child’s education and learning. • For their child and themselves to be treated with respect by the school and its community at all times. • That their children be provided with a comprehensive and relevant curriculum catering for individual needs.

RESPONSIBILITIES:

<p><i>All Members of Moolap Primary School community have a responsibility to -</i></p>	
<ul style="list-style-type: none"> • Acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community. • Participate and contribute to a learning environment that supports the learning of self and others. • Ensure their actions and views do not impact on the health and wellbeing of other members of the school community. 	
<p>STUDENT RESPONSIBILITIES</p>	<ul style="list-style-type: none"> • To regularly attend school and be punctual. • To wear full school uniform. • To do their personal best while allowing others to work harmoniously within a non-disruptive and respectful environment. • To be organised and look after the property of others, the school and themselves. • To practice good personal cleanliness while also keeping our school clean safe and litter free. • To complete work, projects and homework within the expected time frame. • To take responsibility for their own behaviour and to encourage others to do the same.
<p>STAFF RESPONSIBILITIES</p>	<ul style="list-style-type: none"> • To ensure that every student has an opportunity to reach their full potential by planning and delivering effective programs. • To implement ‘duty of care’. • To build positive relationships with members of the school community. • To be positive role models to all and keep abreast of current educative best practice. • To provide relevant and regular feedback to parents, students and fellow professionals.
<p>PARENT RESPONSIBILITIES</p>	<ul style="list-style-type: none"> • To ensure that their children attend school on a regular basis and that they are punctual. • To foster a positive attitude toward school while supporting class teachers and school initiatives and also by making contact with the teacher if there is concern over engagement, attitude or learning. • To inform the class teacher of any information pertinent to their child. • To ensure that correct school uniform is worn at all times. • To consider the health of the school community by enabling their child to remain at home if unwell.

4. Shared Expectations

Moolap 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 of backgrounds, communities and experiences.

Expectations - Staff

Engagement

The School leadership team will:

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

Ensure that teachers:

- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends students learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with Departmental procedures staff will:

- Promote regular attendance with all members of the school community.
- Monitor and follow up on absences.

Behaviour

Moolap Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Moolap Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

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The school Leadership Team will:

- 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.

Teachers at Moolap Primary School will:

- 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 pedagogical 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.

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 students can't come, parents are expected to notify the school, by either telephoning the office or providing an explanation note on their return to school to their class teacher.

Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected to:

- 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 contributes to a positive school environment that safe, inclusive and happy.
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

Expectations – Parents/Carers

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world 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 learn by building a positive relationship with the school through attendance at student- parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student dairy 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 and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand Moolap Primary School's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

5. Actions and Consequences

Appropriate Behaviour

Moolap Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below:

- Celebration assemblies such as Friday's "Kid's Assembly"
- Star of the Week
- Playground Awards
- References
- Communication to School Community
- Leadership opportunities
- Positive feedback
- Special Privileges
- The right to represent the school
- Celebration night

Inappropriate Behaviour

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.

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach outlined in the **prevention section** and summarised as following:

Inappropriate Behaviour includes:

- Use of bad language, unsafe/incorrect use of equipment, harassment, verbal bullying, physical contact, not using the school environs or equipment in a fair and safe manner;
- Aggressive behaviour: Rough play which may have caused other children concerns about their safety;
- Deliberate acts of aggression/violence against students and wilful acts of vandalism against school property;
- Bullying;
- Refusing to follow a staff members instructions;
- Being disrespectful.

Staged Responses may include one or more of the following depending on the severity of the behaviour.

- Talking to the student and referring them to the shared expectations;
- Discussing appropriate behaviours in the classroom;
- Contact with parents;
- Making changes to the student's learning program to better equip him/her to behave positively;
- Implement restorative practices;
- Conference: Apology;
- Action to make it right agreed too (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;
- Counselling;
- Appropriate behaviours taught and agreed to;
- Payment for damage sought;
- Withdraw privileges;
- Withdraw student temporarily from class;
- Hold Student Support Group meetings;
- Give the student detention;

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- Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.

Ongoing Behaviour issues

Where Moolap Primary School students exhibit ongoing behaviour patterns; as part of staged response a range of strategies will be used. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour;
- **Explicit Teaching of** appropriate behaviours;
- **Monitoring and providing feedback;**
- **Time Out** allowing students a “Cooling Off” period;
- **Withdrawal** a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- **Counselling** for individuals in order to modify inappropriate behaviour;
- **Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behaviour;
- **Detention** will be given to a student for serious and/or continual misconduct. Detention will be taken after parents/caregivers have received notification. A behavioural Development “Folder” will be maintained to document serious offences with each offence being photocopied and forwarded to the student’s parents for signature and return to school. Three such serious offences will be regarded as a detention.
- **Suspension & Expulsion:** For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

Moolap Primary School will always ensure any policies related to the discipline of students must be based on principles of procedural fairness and under no circumstances permit the use of corporal punishment.