

Maramba  
Primary School



# **Student Engagement & Well-Being Policy**

**Produced in consultation  
with the school community**

**To be read in conjunction with**  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines*

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## Table of contents

<b>1 SCHOOL PROFILE STATEMENT</b>	<b>3</b>
<b>2 WHOLE-SCHOOL PREVENTION STATEMENT</b>	<b>3</b>
<b>3 RIGHTS AND RESPONSIBILITIES</b>	<b>7</b>
<b>4. SHARED EXPECTATIONS</b>	<b>14</b>
<b>5. SCHOOL ACTIONS AND CONSEQUENCES</b>	<b>18</b>
<b><u>REFERENCES</u></b>	<b><u>21</u></b>

## 1 School profile statement

Maramba Primary School is located in Narre Warren in the outer south-eastern suburbs of Melbourne in the City of Casey. The school is surrounded by established housing and adjoins a large pre school. The current enrolment is 600 and this figure is expected to decrease over the next few years as the demographic gradually declines in the area.

Census data indicated that nearly half the families at Maramba Primary School are now from an ESL background and represent 53 different nationalities. This is reflected in the large ESL funding component in the Student Resource Package. Our SFO index is 0.52 and our stability rate is 73%. We currently have 9 students in the Program for Students with a Disability (PSD).

Maramba Primary School is committed to its consultation processes, shared decision making and to the provision of a learning environment that utilizes contemporary teaching strategies with ongoing assessment and reporting of each child's progress. The leadership team and the school staff are empowered and committed to confidently meet the educational, technological, resourcing and social challenges of the future. The school has a large range of enrichment and extension programs and actively promotes parent involvement.

Our school environment promotes resilience and risk taking as the children develop confidence in their own abilities to become positive contributors to our school. Our aim is to develop in students the qualities and skills that will enable them to adapt to change and become life long learners. The five foundations of the school's 'You Can Do It!' program are Confidence, Organisation, Getting Along, Persistence and Resilience.

Our results in the student attitudes to Schooling Survey areas follows :

- Student relationships and wellbeing are in the 4<sup>th</sup> quartile
- Teaching and Learning has 2 indicators in the 4<sup>th</sup> quartile and the rest in the 3<sup>rd</sup> quartile

## 2 Whole-school prevention statement

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
- have every opportunity to meet their personal and educational potential.

A key component of our approach to prevention is teaching positive behaviours and using logical consequences for appropriate and inappropriate behaviours.

The school council and leadership team regularly consults with students, parents, support organisation and the broader community to ensure we are responsive to student's social, emotional, cognitive and cultural needs. Our Strategic Plan goal for 2008 - 2011 is to improve student connectedness to school.

Student voice is encouraged through a variety of student leadership roles across the school, which give our students a sense of ownership and pride.

Our positive school culture is also predicated on student engagement being the basis of learning. To support this the principal and teachers are actively engaged in improving classroom practice to ensure that our curriculum engages all students and supports them to reach their potential in line with VELS and the e5 instructional model.

**At Maramba Primary School:**

- Our mission is to develop resilient and confident students who fulfil their academic potential and become responsible citizens.
- Our vision is for a school community that works positively, collaboratively and professionally to attain our goals, recognising and celebrating achievements.
- Our core business is to provide quality teaching and learning and improved educational outcomes for all. The school provides an environment where teachers give the professional support and commitment students need as they pursue their learning and goals. In doing so the school seeks to engage the students in learning in its broadest context, connecting them to the wider community.

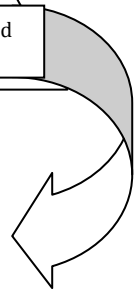
**At Maramba Primary School we value:**

- Academic, sporting, social and cultural achievements
- A supportive learning environment
- Resilience
- Teamwork
- Tolerance
- Respect
- Communication
- Honesty
- Enjoyment

## Student Engagement Guidelines

Stage 1: Prevention and early intervention: Creating a positive school culture <i>(addresses and focuses on whole school)</i>	
Suggested strategies	School action
Define and teach school-wide expectations for all.	<ul style="list-style-type: none"> <li>- Whole school rules / consequences</li> <li>- Behavioural rubrics</li> <li>- YCDI</li> <li>- House points</li> <li>- Yard raffle</li> <li>- Leadership programs</li> <li>- Zone board</li> <li>- Induction programs</li> <li>- Parent information sessions</li> <li>- Role descriptions</li> </ul>
Establish relevant school-wide prevention programs.	<ul style="list-style-type: none"> <li>- Circles / YCDI / Tribes</li> <li>- Restorative practices</li> <li>- Start Up program</li> <li>- Induction program</li> <li>- Transition programs</li> <li>- Modified yard programs</li> <li>- IBP's</li> <li>- Buddies</li> <li>- Protective behaviours</li> <li>- Lyn Watts – social skills</li> <li>- Enhancement programs</li> <li>- Lunchtime activities /Peer mediators</li> <li>- Ability grouping</li> <li>- Emu maths/Reading recovery</li> </ul>
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	<ul style="list-style-type: none"> <li>- ILP's</li> <li>- Attendance data</li> <li>- IBP's</li> <li>- Classroom incentives</li> <li>- Transition programs</li> <li>- Professional development</li> <li>- Yard duty folders</li> <li>- Communication books</li> <li>- Welfare committee</li> <li>- Mandatory reporting</li> <li>- Report data</li> <li>- Assessment data</li> <li>- Documentation of suspension</li> <li>- Teacher judgment</li> <li>- Interviews</li> <li>- Raffle tickets for yard behaviour</li> <li>- Awards YCDI</li> <li>- PSG meetings</li> <li>- Confidential information in student folders</li> <li>- Specialist rewards (dot charts)</li> <li>-</li> </ul>
Establish consistent school-wide processes and programs for early intervention.	<ul style="list-style-type: none"> <li>- Alternative yard programs</li> <li>- Chaplain</li> <li>- PSD students</li> <li>- Formal reporting</li> <li>- Referral agencies G.O, speech etc</li> <li>- IBP's monitoring using incentives</li> <li>- Mandatory reporting</li> <li>- Five fingers (protective behaviour)</li> <li>- Parent info night</li> <li>- Teacher observation /ILP's</li> <li>- Communication</li> <li>- Welfare teachers</li> <li>- Lunch time activities</li> </ul>

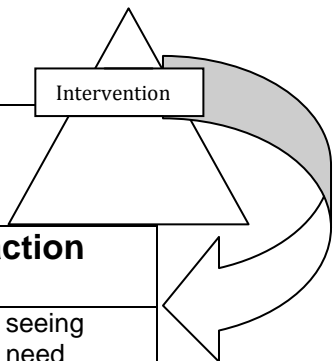
Prevention and early



## Student Engagement Guidelines

### Stage 2: Intervention: a targeted response for individual Students (*addresses and focuses on individual student*)

Intervention



Suggested strategies	School action	Future action
<p><b>Establish an understanding of the life circumstances of the child/young person and how they feel.</b></p>	<ul style="list-style-type: none"> <li>- Parent communication</li> <li>- Start Up program</li> <li>- Communication with parents and previous teacher</li> <li>- Chaplain</li> <li>- Restorative practice</li> <li>- Tribes</li> <li>- Disability records</li> <li>- Observations</li> <li>- Relationship building</li> <li>- 'Getting to know you' interviews</li> <li>- Personal communication (Show and Tell)</li> <li>- Teacher observation</li> <li>- Diaries / journals</li> <li>- IBP's</li> </ul>	<ul style="list-style-type: none"> <li>- Children seeing chaplain need feedback Is this the children needing feedback or the teachers of children referred?</li> <li>- Student survey regarding what kids want to do (choir, band etc)</li> </ul>
<p><b>Establish data collection strategies.</b></p>	<ul style="list-style-type: none"> <li>- Behavioural management plans</li> <li>- OnDemand testing, PROBE etc.. refer to assessment schedule</li> <li>- Record keeping</li> <li>- Assessment records</li> <li>- Weekly testing</li> <li>- Attendance data</li> <li>- Rethink records</li> <li>- Teacher reporting</li> <li>- Parent teacher meetings</li> <li>- Yard duty books</li> <li>- Welfare records</li> <li>- ES staff</li> </ul>	
<p><b>Develop the plan for improvement based on data and review regularly.</b></p>	<ul style="list-style-type: none"> <li>- PSD meetings</li> <li>- Goal setting and reflection</li> <li>- Portfolios</li> <li>- Pre/post testing</li> <li>- ILP's</li> <li>- IBPlans</li> <li>- Work programs</li> <li>- Reporting</li> <li>- Parent meeting</li> </ul>	

<b>Suggested strategies</b>	<b>School action</b>	<b>Future action</b>
<p><b>Explicitly teach and/or build replacement behaviours.</b></p>	<ul style="list-style-type: none"> <li>- Modified work</li> <li>- Alternative playground options</li> <li>- ILP's</li> <li>- IBP's</li> <li>- Tribes/YCDI</li> <li>- Lyn Watts coaching</li> <li>- Positive reinforcement</li> <li>- Modelled behaviour</li> <li>- Circle Time</li> <li>- Role play</li> <li>- Buddies</li> <li>- Take into account the day to day needs of children</li> <li>- Ability grouping across grade levels</li> </ul>	
<p><b>Establish inclusive and consistent classroom strategies.</b></p>	<ul style="list-style-type: none"> <li>- Classroom rules/consequences</li> <li>- Start Up</li> <li>- Welfare committee reporting/sharing</li> <li>- School rules</li> <li>- Behavioural rubrics</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor system for new students</li> </ul>
<p><b>Establish out-of-class support strategies.</b></p>	<ul style="list-style-type: none"> <li>- Alternative yard programs</li> <li>- Communication with parents</li> <li>- Homework program</li> <li>- Lunch time programs</li> <li>- Chaplain</li> </ul>	<ul style="list-style-type: none"> <li>- Replanning of playground equipment</li> <li>- Quiet areas for students</li> <li>- Tactile garden</li> <li>- Tables and seating for each grade levels</li> </ul>
<p><b>Establish a support group.</b></p>	<ul style="list-style-type: none"> <li>- Chaplain</li> <li>- Recommendations to support services</li> <li>- Welfare committee</li> <li>- Regular meetings with parents, teacher, student, ES, principal or assistant principal to support a student</li> </ul>	<ul style="list-style-type: none"> <li>- Need feedback</li> </ul>

### 3 Rights and responsibilities

#### 3.1 Guiding principles

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

#### 3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

#### 3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The Charter outlines 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 right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

### **3.4 Students with disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

### 3.5 Bullying and harassment

#### Definitions

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (the most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

**Explicit (obvious):**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours. Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as:**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

**Cyberbullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

### **3.6 Education and Training Reform Act 2006**

The main purpose of this Act is to reform the law relating to education and training in Victoria by providing for a high standard of education and training for all Victorians.

In particular this Act makes provision for or with respect to-

- (a) the years of compulsory schooling and the options available;
- (b) vocational education and training, technical and further education, adult community and further education, and other post-compulsory education and training;
- (c) the establishment and regulation of Government schools and the regulation of non-Government schools and home schooling;
- (d) the establishment and regulation of post-compulsory education institutions and providers;

- (e) the development and accreditation of courses and the issuing of qualifications;
- (f) the recognition, regulation and promotion of the teaching profession;
- (g) the employment in the teaching service of Government school teachers and other persons;
- (h) the monitoring, planning and development of the provision of education and training;
- (i) the repeal and re-enactment of various Acts relating to education and training.

<p><b>All Members of the Maramba Primary School have a right to:</b></p> <ul style="list-style-type: none"> <li>• Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability base, class base and other forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion.</li> <li>• Be treated with respect and dignity</li> <li>• Feel valued, safe and supported in an environment that encourages freedom of thought and expression.</li> </ul>		
<p><b>All members of the Maramba Primary School have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate and contribute to a learning environment supports the learning of self and others</li> <li>• Ensure their actions and views do no impact on the health and wellbeing of other members of the College community.</li> </ul>		
<p><b>All students have the right to:</b></p> <ul style="list-style-type: none"> <li>• Learn and socialise without interference or intimidation in a safe and secure environment.</li> <li>• Be treated with respect and fairness as individuals</li> <li>• Expect a learning program that meets their individual needs</li> </ul>	<p><b>All staff have the right to:</b></p> <ul style="list-style-type: none"> <li>• Expect to be able to work in an atmosphere of order and cooperation</li> <li>• Use direction in application of rules and consequences</li> <li>• Receive respect and support from the school community</li> </ul>	<p><b>All parents have the right to:</b></p> <ul style="list-style-type: none"> <li>• Know that their children are in a safe, happy learning environment where they are treated fairly and with respect</li> <li>• Expect a positive and supportive approach to their child's learning</li> <li>• Expect communication and participate in their child's education and learning.</li> </ul>

#### 4. Shared expectations

##### Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

At Maramba Primary School we work collaboratively with our community to ensure that students are equipped with the knowledge and skills they need to be successful in everyday life. We do this through employing an engaging curriculum, strategic monitoring/assessing and clear and regular communication with parents. Parents are welcome in the school and in classrooms to support school programs in a variety of settings. Students are encouraged and supported to take responsibility for their own learning and growth through setting goals, managing their own resources and reporting to parents through Student Led Conferences. We acknowledge and showcase achievements in all curriculum areas through community celebrations, assemblies and special events. We share our survey data with our community and invite discussion and feedback on it to inform our future planning.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**  
Care for self and others
- **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**  
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go**  
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**  
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**  
Be honest, sincere and seek the truth

**The school's 4 key values are:**

- Respect
- Relationships
- Responsibility
- Resilience

**Expectations of students include:**

- Treat peers, teachers, school support staff and members of the school community with respect and acceptance.
- Follow all six school wide rules
- Uphold the school's values of 'Respect, Relationships, Responsibility and Resilience'.
- Uphold their part of the Home/School Partnership Agreement
- Ensure that school is a place where people feel 'Safe, happy and can learn'
- Be punctual and regularly attend school.
- Be an active and enthusiastic participant.
- Be a responsible and organised learner.
- Ask for assistance and support when necessary.
- Be responsible and take care of school resources.
- Offer support and assistance to peers, teachers, school support staff and members of the school community.

**Expectations of teachers include:**

- Act professionally in all situations
- Uphold the school's values of 'Respect, Relationships, Responsibility and Resilience'.
- Ensure students are 'Safe, happy and can learn'
- Uphold their part of the Home/School Partnership Agreement
- Ensure all six school rules are followed and that the Behaviour Rubric is used to guide consequences
- Plan using the E5 model to develop and provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- Listen to students and value their contribution.
- Make sure every student has equal opportunity to participate in an inclusive and caring environment.
- Understand the individual needs of students and accommodate those needs.
- Provide a wide range of resources to engage students.
- Ask for student input into the curriculum and class environment.
- Be approachable and confidential when listening to parent concerns regarding their child.
- Build positive relationships/connections with members of the school community.



- Accessible and available support at any time of the school day.
- Maintaining trust and confidentiality.
- Show understanding and a caring attitude.
- Following the Teachers Code of Conduct - VIT

**Expectations of the principal include:**

- Act professionally in all situations
- Uphold the school's values of 'Respect, Relationships, Responsibility and Resilience'.
- Ensure the school is financially viable, manage resources and curriculum
- Provide leadership and clear expectations to students, teachers, school support staff and members of the school community.
- Uphold their part of the Home/School Partnership Agreement
- Ensure staff and students have the resources and equipment to assist them in the process of teaching and learning.
- Ensure the curriculum of the school takes into account the individual needs of students, including the provision of appropriate student services.
- Encourage and value parents' participation in school activities.
- Develop community partnerships which engage families and the community in ways that support student achievement and success
- Accessible and available support at any time of the school day.
- Maintain trust and confidentiality.
- Show understanding and a caring attitude.
- Follow the Teachers Code of Conduct - VIT

**Expectations of parents/carers include:**

- Uphold their part of the Home/School Partnership Agreement
- Ensure their children are punctual and attend school regularly.
- Communicate clearly with the school about the needs of their children.
- Develop a partnership between home and school.
- Promote positive educational and social outcomes for their children.
- Uphold the school's values of 'Respect, Relationships, Responsibility and Resilience'.

**Restorative Practices**

The school is committed to the use of restorative practices with students.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

### **Diversity in the school community**

The Maramba Primary School community celebrates the diversity of our 46 different cultural groups. This is addressed through our curriculum programs and the development of pro social skills.

The school aims to continue to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Inquiry learning units making links with the wider community
- implementation of You Can Do It and Tribes programs across the school
- taking a Restorative approach to address conflict due to perceived differences

## **5. School actions and consequences**

**Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:**

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making

- providing physical environments conducive to positive behaviours and effective engagement in learning
- Community consultation through the FOM group and School Council shall take place when major policy decisions are being made. The consultation process shall allow voice for all stakeholders; staff, students and the wider school community.

**Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:**

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

**Broader support strategies will include:**

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

**Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may 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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes

with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

- Where appropriate, parents/carers should be informed of such withdrawals.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
- **Detention** - Teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

### LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> <li>• Celebration assemblies</li> <li>• Reports</li> <li>• References</li> <li>• Newsletters</li> <li>• Leadership opportunities</li> <li>• Scholarships</li> <li>• Positive feedback</li> <li>• The right to represent the school</li> <li>• Award nights</li> </ul>	<ul style="list-style-type: none"> <li>• Talking to the student and referring them to the shared expectations</li> <li>• Discussing appropriate behaviours</li> <li>• Contact with parents</li> <li>• Making changes to the student's learning program to better equip him/her to behave positively</li> <li>• Implement restorative practices</li> <li>• Conference: Apology</li> <li>• Action to make it right agreed to (may include clean up damage to property)</li> <li>• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future</li> <li>• Counselling</li> <li>• Appropriate behaviours taught and agree to</li> <li>• Payment for damages sought</li> <li>• Withdraw student temporarily from</li> </ul>

	<p>class</p> <ul style="list-style-type: none"> <li>• Hold student support group meetings</li> <li>• Give the student support group meetings</li> <li>• Negotiate alternative pathways or setting for student; or as matter of last resort, suspension or expulsion</li> </ul>
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### Ongoing Behaviour issues

Where 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 behaviour
- **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 students 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 modified behaviour
- **Suspension and Expulsion** for serious disciplinary measures. We follow DEECD’s ‘Engaging Schools are Effective Schools’ Student Engagement Policy Guidelines 2009, developed in response to Ministerial Order N0. 184.

### References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>

## Student Engagement and Well-Being Policy

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Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>