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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HARTWELL PRIMARY SCHOOL PROFILE

Hartwell Primary School was established in Camberwell in 1922 and is proud of the exceptional educational program provided for children in the local community over the past eighty-seven years. The school enrolment which has been growing in recent years, with young families moving into the area, is currently 708.

At Hartwell Primary School the students enjoy facilities which are not replicated in many primary schools. The original two storey red brick building has currently been modernised and includes administration and four state of the art learning communities (the equivalent of twenty classrooms). Each of the learning communities are housed in flexible learning spaces, incorporating outdoor learning areas, separate staff work spaces, student toilets, wet area, air conditioning, interactive white boards etc. There is also a Performing Arts Centre / Gymnasium, Canteen, Out of School Hours Program facilities and Music Room. We have developed specialist areas such as the art room, music room, library and a designated science area.

The well - developed grounds have benefited from long term planning and have asphalt areas for netball, basketball, volleyball, bat tennis and rounders. There is a synthi-turf oval, soccer / hockey field, a paved courtyard, quiet areas and a continuing emphasis on the provision of shade. Play equipment is provided for both junior and senior students. The school community prides itself on maintaining and improving these facilities through cooperative effort.

Hartwell Primary School is a school with a strong commitment to encouraging all students to strive for excellence in a supportive environment, which recognises individual differences and different rates and styles of learning. The school has an outstanding reputation for providing core skills in Literacy and Mathematics, as well as a broad education including emphasis on the Arts and Physical Education. In the recent years the school has achieved above the expected mean in all strands of English and Mathematics. The extensive curriculum provided is based on the Victorian Curriculum and is complemented by specialist staff in Art / Craft, Music / Performing Arts, Physical Education, Library, Italian, Mandarin/ Science and Reading Recovery.

Our school strategic plan clearly identifies The school is in the process of devising a new teaching model highlighting the school vision and values and clearly defining Life Long learners and key characteristics of our teaching program will include a willingness to work in a team environment and an understanding of inquiry learning.

Students are encouraged to participate in literary, artistic, sporting, swimming and problem solving events beyond the school and have had a high success rate in these. We have had recent successes in Tournament of Minds (Australasian Pacific winners), Swimming and Cross Country together with participation by the Drum Band, Choir and in community events.

The school's Student Wellbeing is based on the Philosophy of Restorative Practices, The Resilience Project and explicit teaching of social skill. There are student leadership opportunities for all students in Grade 6.

An Out of School Hours Program, offering Before School Care, After School Care and Vacation Care is well supported.

Parents play a key role in the school, working closely with classroom and specialist teachers to support their children's learning both within the school and at home. A class representative scheme facilitates communication and parent involvement within classrooms. Parents are also involved in the more formal structures of School Council, its sub committees and the School Community. The school benefits from the experience and skills of parents and links with the local community. Communication with the community includes a weekly newsletter, regular Principal-Parent morning teas, class notices, information evenings, parent teacher interviews and Parent Education Programs.

At Hartwell we expect our children to learn and grow in self-confidence as a result of:

- Becoming independent and self-motivated learners
- Achieving a solid grounding in Literacy, Numeracy and Learning Technologies
- Acquiring decision making, problem solving and critical thinking skills
- Learning the value of working as part of a team
- Showing tolerance and respect for others

A major goal will be to continue the focus of collaborative teaching and learning in a flexible environment to meet the needs of a changing world. At Hartwell we aim to design and implement a contemporary curriculum that reflects the Hartwell vision, beliefs and pedagogical practice in literacy, numeracy and inquiry and is supported by innovative ICT practices. Our mission is to maximise student achievement through using the three pedagogical pillars of individualisation, differentiation and personalisation.
We ensure that we provide a safe and secure environment buildings, grounds and the open spaces) that are available for the children.
We recognise that:
- **The majority of students come from social, economic and educationally advantaged backgrounds. In the main, the student body is articulate and capable academically.**
- **The school demographic is changing to become more multi culturally diverse. Currently 10% of students at Hartwell speak a language other than English.**
- **The school provides for student wellbeing through Restorative Practices, a social skills framework and participation in The Resilience Project.**

2. <u>Whole-school prevention statement</u>

At HPS we have developed processes to create a safe, secure and inclusive learning environment that both engages and challenges all our students.

We take the time to build a culture that values the efforts, achievements and successes of all members of the community.

We aim to develop lifelong learners who value education and are happy, balanced and active citizens.

At HPS we strive to create a engaging, supportive and relevant learning environment that both engages and challenges students.

We take the time to build a culture that values the efforts, achievements and successes of all members of the community.

We aim to develop lifelong learners who value education and are happy, balanced and active citizens.

Creating a positive and engaging school culture forms the strong basis on which we believe optimal student learning will occur. Our Strategic Plan includes a key goal to build engaging and supportive relationships with students, parents and staff and our Annual Implementation Plan includes the implementation and development of programs that enhance engagement and connectedness to the school.

<u>Elements of Student Engagement</u>

1. *Behavioural Engagement – participation in education: including academic, social and extra-curricular activities. Learning how to self-manage and stand as an individual in the diverse, wider learning community and beyond.*

2. *Emotional Engagement – Developing the ability to self-regulate across contexts with peers and adults to feel a sense of belonging and pride within the school community.*

3. *Cognitive Engagement –developing intrinsic motivation to learn, setting and acting upon personal goals for improvement and looking towards lifelong learning.*

<u>*What's currently happening in our school with regard to these elements?*</u>

Behavioural Engagement	Emotional Engagement	Cognitive Engagement
How do we actively teach and promote positive social behaviour?	*What do we do to promote connectedness to the school and peers? How do we educate our students about emotional intelligence?*	*How do we actively engage students in their learning and work to motivate/stimulate their thinking?*
- Inquiry process of teaching and learning. - Learning to Learn units for whole school in Term 1. Class guidelines and	Individual needs and differences are catered for in classroom settings and through effective level team planning by teachers.	- Inquiry-based teaching and learning model. Where practical, all learning is linked to 'real life' situations. - Focus questions,

routines established.	• Provision and access to high quality and flexible resources such as school library.	understandings and skills for every inquiry unit of work clearly displayed in classroom and discussed with students. Skills within the Learning Assets to be taught explicitly across curriculum areas.
• School vision statement developed in consultation with whole school community and embedded in all programs	• A variety of opportunities to cater for students interests and needs are offered throughout the school year and day – such as choirs, sports clubs/teams, Chess clubs and lunchtime clubs.	• Students focus on transferring newly learnt skills and knowledge and connecting them to other applications.
• School Values, Respect, Empathy, Co-operation, Integrity and Optimism embedded in Inquiry Units of Work.	• Support services are available for students, teachers and parents/carers as appropriate.	• Development of iTime for inquiry units of work particularly in Yrs. 5 and 6 to provide student choice in learning.
• Staff, students and parents/carers referred to them often. Values statements displayed throughout the school buildings. Values revisited frequently with whole school community at Assemblies (awards), the school website and in the Newsletter.	• Provision of support from outside providers such as, Family Life, Life Education for students and parents/carers as the need arises	• Three-way conferences for Yrs. 5 and 6 (teacher, parent and student) to share success and reflect upon themselves as learners.
• Buddy program for Year 6 and Prep students.	• Actively seek student and parent/carer input in whole-school decision making	• Opportunities for peer assessment and feedback.
• Strong student leadership opportunities and role modelling for other students through Year 6 Leadership program (action teams)and Student Representative Council.	• Provision of varied programs such as; Buddies, Student Representative Council, student leadership, House activities, House Captains.	• Informed use of both formative and summative assessment, specifically AS, OF and FOR student learning
• Playground and classroom management plans implemented by teachers in consultation with the Assistant Principal.	• Students given a voice in inquiry investigation choices and evaluation of units of work to inform future teaching and learning opportunities.	• EAL students catered for in classroom programs and supported by external agencies as appropriate.
• Active and strong home/school communication and support programs	• Students decide on own learning goals which can be cognitive, behavioural and/or emotional.	• Strong understanding of the culture of high expectations in all areas at HPS.

implemented through classroom teachers.. • Individual Learning Plans • Community Code of Conduct • Whole school community days such as community barbeques ,school fetes, movie nights. • Multi-age days such as Multi Cultural Days, Cross Country, Production and Open Night celebrations • Careful placement of students with Teachers in home groups. • DET Inclusion/ Exclusion Policy followed by HPS.	• Individual Learning Improvement Plans • Clearly established Restorative Practices procedures which were formed in consultation with staff, students and parents/carers and available to whole school community via publications. • Initiatives such as 'The Resilience Project' implemented across the school • A social skills program introduced to support 'Circle Time' with developmental skills taught from P-6. • Induction program providing mentors for new students and their families • Prep transition program • The walking school bus initiative • Social activities arranged by year representatives. • Availability of a whole school directory for staff. (SENTRAL) • All students are expected to wear the Hartwell uniforms in order to foster belonging and community. • 'WeChat' allows Mandarin speaking students and families to be more informed and involved in school happenings due to 'WeChat' parent communication.	

	- The emotional wellbeing of students is a priority at every level of the school ensuring responses are timely, respectful and genuine. - Teacher teaming allows a greater sense of connectedness as students interact with a greater number of peers and are exposed to a variety of teaching methods and styles. - School nurses help students feel supported.	

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 2011*

http://www.education.vic.gov.au/hrweb/Documents/Equal-Opportunity-Discrimination-and-Harassment.pdf

The Equal Opportunity Act 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.

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 DET 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.

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm

3.4 Students with disabilities

https://www.education.gov.au/disability-standards-education-2005

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 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

The school aims to provide a safe and secure environment to establish the best learning conditions and promote personal growth, resilience and positive self-esteem for our students, staff and community. We have a 'No Bullying Policy' which is reviewed annually and published within our community.

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

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

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 or images
- defamation.

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

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.

Please refer to the school's 'No Bullying Policy' for more information on the school's stance with regard to bullying.
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The Safe Schools are Effective Schools policy on bullying is also an important resource and is found at

http://www.glhv.org.au/files/SafeSchoolsStrategy.pdf

All sections of our school community have rights and responsibilities

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • work in a safe, supported and secure environment where they will be encouraged, motivated and supported • participate fully in the school's educational program • **** watermark skills	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly. • display positive behaviours that demonstrate respect for themselves, their peers, their teachers all other members of the school community and their school environment. • demonstrate respect for the rights of others • take responsibility for their own learning and participate as members of the whole school community.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
Parents/carers have a right to: • expect that their children will be educated in a safe, supported and secure environment in which care, courtesy and respect for the rights of others are encouraged • to positively contribute to their child's education and wellbeing • to communicate effectively and appropriately about their child's learning (please refer to HPS Communication Policy)	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress • to model positive behaviours. • ensure their child's punctuality and regular attendance • engage in communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students. • know, understand and be guided by the school values • adhere to the Community Code of Conduct • respect confidentiality with respect to all school related issues

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: • expect that they will be able to teach in a safe, supported and secure learning environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to: • fairly, reasonably and consistently, implement the Engagement Policy. • know how students learn and how to teach them effectively. • know the content they teach. • know their students. • plan and assess for effective learning. • create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning. • know, understand and be guided by the school values • adhere to the Community Code of Conduct • respect confidentiality with respect to all school related issues • abide by the Code of Conduct of the Victorian Institute of Teaching • to participate fully in Professional Development

4. Shared expectations

It is important that we, as a school community, share and respect our agreed expectations of each other and the role we collectively play in developing our school as a learning community. Hartwell Primary School has 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. This is achieved through staff, students and the school community working together using our school values as a framework.

Expectations of the Principal and Staff

- Ensure the policy is valued and enacted by staff, students and the school community

- Ensure appropriate resources and support are prioritised for teaching and learning

- Ensure that the curriculum of the school follows DET guidelines and caters for the needs of all students, and that the school responds appropriately to students' needs

- Provide appropriate and timely intervention in response to student health and wellbeing

- Provide engaging learning opportunities for all students through differentiation, personalisation and individualisation

- Lead all sections of the school community in working together to provide a positive and engaging learning community

- Be accessible and maintain confidentiality

- Aim to provide a challenging curriculum that provides for different learning styles and rates of learning

- Know and understand the optimal learning environment for students which uses current and innovative research and pedagogy

- Value student voice and equal opportunity

Expectations of Students

- Develop as individual learners through goal setting and the support of staff and parents

- Participate in school programs using positive and appropriate behaviours and the school's agreed values

- Attend regularly and be punctual

- Value school resources and the environment

Expectations of Parents/Carers

- Take an active interest in their child's educational progress and wellbeing

- Cooperate with the school and communicate regularly in a constructive manner

- Ensure their children attend school and promote positive educational attitudes

- Be accessible and maintain confidentiality

- Be engaged in the school community (special events, newsletter, communications)

Diversity in the school community

Hartwell continues to embrace diversity within the school community and broader society. As such, we will actively seek to educate the Hartwell community in meeting the needs of our increasingly diverse population.

5. School actions and consequences (student code of conduct)

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
- acknowledging student persistence and student or group achievements

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
- supporting and adapting the student's learning program
- undertaking respectful discussions with students and connecting consequences to designated behaviour

Broader support strategies will include:

- involving and supporting the parents/carers
- timely and sequential 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
- involving community and regional support

STUDENT MANAGEMENT

More Severe Discipline Procedures – suspension and expulsion
When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET 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.

Evaluation:
1. Comparison of data from Attitudes to Schools Survey
2. Comparison of data from Parent Opinion Survey
3. Comparison of data from Staff Opinion Survey