



DROUIN SOUTH PRIMARY SCHOOL STUDENT ENGAGEMENT POLICY

SCHOOL PROFILE STATEMENT

Drouin South Primary School's vision is to ensure every student has equal access to opportunity, expertise and resources that engage students to learn, play and interact with others. Drouin South Primary School strives to work in partnership with the community towards harbouring a warm friendly atmosphere in which every child is encouraged to learn, grow and achieve to the best of their ability.

Drouin South Primary School was established in 1880 and is located approximately 5 km from Drouin on a site of 1.4hA. More than half of the students come from the township of Drouin with the remaining coming from Drouin South and outlying rural farming and small acreage communities. The school's enrolments have fluctuated between 130 to 160 students over the past 10 years and this figure is trending upwards.

The school has a Student Family Occupation (SFO) index of 0.53 which indicates the socio-economic status of families is a little lower than the state average. The school has less than 2% of Language Background Other Than English (LBOTE) families and less than 2% indigenous students. The families at Drouin South predominantly have an Anglo-Saxon background. Approximately 30% of families utilise the Before and After School Care service.

The school facilities and resources are supported by significant fund raising by the school community. The main school building houses the administrative offices, a large well resourced library, staffroom and four large classrooms. A new library learning centre with six classrooms opened in 2011. The Art Craft/Community Centre has a canteen, a large art/technology room, a withdrawal/meeting room and disabled toilet. The Visual Arts, Performing Arts and Materials Technology programs uses these facilities three days each week. This space is also used for Out of School Hours Care.

Parent opinion surveys over the past three years show a general satisfaction rating of 6.3 out of 7, above the state average. Parent connectedness to the school is also well above state averages.

Drouin South Primary School has a strong partnership with the two kindergartens in Drouin where 80% of prep enrolments previously attend. Over 90% of students attend Drouin Secondary College after grade six. The school has significant transfers to and from the school with a high proportion of students in grade six having not attended this school in prep.

STATEMENT OF BELIEF

Drouin South Primary School is a learning community which is committed to excellence, where lifelong learning is valued and intends to equip students with the social and emotional skills to effectively become responsible, ethical and caring members of the Australian society. Drouin South Primary School aims to create a learning and pastoral environment which provides educational and social programs designed to develop and enhance the academic, physical, artistic and emotional skills of all students so they can be competent, multi-talented and responsible family members, employees and citizens.

We have programs and procedures in place that support our school values of **Respect**, **Independence** and **Engagement**, such as:

- School-wide Positive Behaviour Program
- You Can Do It! Values and Social Skills Program
- Games Factory activities
- Chaplaincy Program
- Anti-Bullying Policy
- Peer Mediation Program
- Junior School Council
- Ongoing commitment to extracurricular programs

Drouin South Primary School believes that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and cooperative. Our school believes that a positive whole-school approach to behaviour is desirable in order to foster a school climate where personal responsibility and self-discipline are developed. The goals of a school-wide approach to positive behaviours are:

- To develop in the school community awareness that students, teachers and parents have rights and responsibilities that need to be respected.
- To develop and maintain self esteem.
- To enable students to develop a range of strategies for solving problems.
- To provide teachers with strategies and support, to maintain an effective working environment.
- To develop in students an awareness of their responsibility for their actions.

RIGHTS AND RESPONSIBILITIES

Each member of the school community has the right:

- To be treated equally and without discrimination regardless of race, gender, age, religion, sexuality, health or economic circumstances, industrial activity, disability, political beliefs or activity, marital, parental or carer status, personal association with a person who is identified by reference to any of the aforementioned attributes.
- To be treated with respect and politeness by other students, parents and staff
- To be treated with understanding
- To obtain maximum benefit from all lessons and classes.

Student success is related to a strong partnership between all members of the school community.

School Values	Students	Parents	Staff
Respect	<ul style="list-style-type: none"> • Be kind and considerate to other members of the school community. • Be polite and use appropriate language • Be honest • Look after school equipment, buildings and grounds. • Wear your school uniform to school and keep it neat and clean. 	<ul style="list-style-type: none"> • Be kind and considerate to other members of the school community. • Be polite and use appropriate language • Be honest • Look after school equipment, buildings and grounds. • Provide students with clean uniforms and encourage them to wear it correctly. 	<ul style="list-style-type: none"> • Be kind and considerate to other members of the school community. • Be polite and use appropriate language • Be honest • Look after school equipment, buildings and grounds. • Encourage students to wear uniform correctly.
Independence	<ul style="list-style-type: none"> • Take responsibility for your own learning and become an independent lifelong learner. • Take responsibility to look after your own friendships, relationships, health and behaviour. • Care for your own belongings • Practice self control, including resilience 	<ul style="list-style-type: none"> • Support children to become independent lifelong learners. • Support children to self manage their friendships, relationships and behaviour. • Support students by providing learning opportunities outside school. • Practice and model self control and resilience 	<ul style="list-style-type: none"> • Provide opportunities for students to become independent, lifelong learners • Provide opportunities for children to self manage their friendships, relationships and behaviour. • Practice and model self control and resilience
Engagement	<ul style="list-style-type: none"> • Attend school regularly • Participate in classroom activities • Participate in whole school activities. • Get along with others. 	<ul style="list-style-type: none"> • Ensure children attend school regularly unless unwell. • Support children to complete homework tasks. • Give positive support to school programs and activities. 	<ul style="list-style-type: none"> • Encourage children to attend school regularly by providing interesting, worthwhile learning opportunities. • Provide a safe, caring school environment.

SHARED EXPECTATIONS

Drouin South Primary School has clear expectations of members of the community that reflect the core values of Respect, Independence and Engagement.

The expectations are that the school is a place of learning for all children and every child will be given equal opportunity to learn.

It is important that the school community establishes a learning culture with agreed practices across all areas of the school and within each classroom.

The key to a positive and supportive learning culture includes clearly setting agreed classroom guidelines in all classes. The understood boundaries are fundamental to building and maintaining relationships between teachers, students and parents.

Beyond the classroom the school community will establish a set of clear expectations that ensure a safe, just and respectful learning environment for all.

SCHOOL ACTIONS AND CONSEQUENCES

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

The school will:

- Provide safe, fair and democratic classrooms and school environments.
- Ensure student participation in the development of classroom and whole school expectations
- Provide personalised learning programs where appropriate for individual students.
- Consistently acknowledge all students.
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Provide physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours

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

- Consideration for the student's background and needs
- Articulation of a clear understanding of expectations by both students and teachers
- Provision of consistent school and classroom environments
- Scaffolding of the student's learning program.

Consequences which may be used prior to suspension include:

- Rethink/Reflection Time – An opportunity for a student to rethink their behaviour.
- 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.
- 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 will be used for this work.

Where appropriate, parents/carers will be informed of such withdrawals or detentions.

Broader support strategies may include:

- Involving and supporting the parents/carers,
- Involving the student wellbeing coordinator
- Tutoring/peer tutoring
- Mentoring and/or counselling
- Peer Mediation

Student support groups

The formation of a Student Support Group is an important component of the staged response to student engagement. A Student Support Group will be formed for individual students facing difficulty with engagement, attendance or behaviour.

The Student Support Group will:

- Develop individualised flexible learning, behaviour or attendance plans
- Provide broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involve community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, the school will 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.

Formulated: 2009

Last Reviewed: 2014

Next Review: 2017

REFERENCES

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
Drouin South Primary School Equal Opportunity Policy	http://www.drouinsouth.vic.edu.au/administration/equalopportunity.htm
Drouin South Primary School Anti-Bullying & Harassment Policy	http://www.drouinsouth.vic.edu.au/antibullying.pdf
Drouin South Primary School Student Welfare Policy	http://www.drouinsouth.vic.edu.au/administration/studentwelfarepolicy.pdf