



# STUDENT ENGAGEMENT

## SCHOOL PROFILE STATEMENT

Harcourt Valley Primary School promotes respect, integrity and commitment as its central values. The core purpose is to provide the Harcourt district with a comprehensive primary education for all which empowers students to learn to be citizens of the twenty first century, meaning that they are:

- ❖ Learners
- ❖ Socially competent
- ❖ Managing their own wellbeing
- ❖ Creative problem solvers
- ❖ Environmental guardians
- ❖ Technologically literate
- ❖ Community contributors

The school community values:

- ❖ Respect for self, others and the environment
- ❖ Provision of a safe, secure and engaging environment
- ❖ Provision of a co-operative and friendly environment where students share the responsibility for their own learning and behaviour
- ❖ The importance of literacy and numeracy skills
- ❖ The promotion of a environmentally sustainable community
- ❖ A positive home-school partnership

Harcourt Valley was an amalgamation of two rural schools over fifteen years ago and has continued to serve the needs of the district as these two schools did for 150 years. It is predicted that after a period of decline linked to the construction of the Calder Freeway, Harcourt will experience an increase in population. It is a largely middle class mono cultural community, known for both its apples and wines. The school draws its student population from a large area. This is managed through the provision of a school bus service which brings in students from the east and north of the school. The school moved into new buildings in 2009. Staff are fully committed to the development of the learner and themselves through professional growth and continuous improvement. The “You Can Do It” program, Restorative Practices and Values Education underpin the school’s wellbeing strategy.

## WHOLE SCHOOL PREVENTION STATEMENT


### School Mission Statement

We are developing responsible citizens of the 21<sup>st</sup> century.

This means we are:

- Active Learners
- Socially competent
- Managers of our own well-being
- Environmental guardians
- Technologically literate
- Community contributors
- Creative problem solvers

Harcourt Valley Primary School endeavours to create an environment in which every child feels happy, safe and valued



In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school rules are developed. These are supported by a set of consequences. The rules are developed during the “Building Our Learning Community” program at the beginning of each year and are displayed in each classroom.

By increasing each child’s self esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student wellbeing at Harcourt Valley Primary School aims to provide and nurture student development academically, socially, emotionally, physically and creatively.

The five keys of the You Can Do It program – Resilience, Organisation, Getting Along, Confidence and Persistence provide a foundation for student wellbeing and success.

A Restorative Practice approach is used in the first instance for student management issues.

#### A Restorative Approach

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all concerned
- Develops empathy

In the event that a student needs to be dealt with differently then the staged response leading to withdrawal, suspension or expulsion will be followed. To support the happiness and safety of our school community, staff and students at Harcourt Valley Primary School uphold the following pledge.

**Harcourt Valley Primary School Pledge**

**As a citizen of Harcourt Valley Primary School  
I am considerate of others,  
I am responsible for my own actions,  
I will respect my environment,  
Take pride in my work –  
And have fun while I learn.**

## ENGAGEMENT AND WELLBEING GOALS

- Encourage students to be responsible for the outcome of their actions and accept the consequences of their behaviour
- Promote respect, caring and positive relationships between all individuals and groups within the school community by building on the foundations of the You Can Do It program.
- Build a sense of belonging that promotes wellbeing and an awareness of student's rights and responsibilities.
- Provide an environment to strengthen each student's ability to cope, build resilience and enhance their connectedness to school.
- Provide support services and programs for students at risk, where necessary.

### Programs implemented to promote student engagement, high attendance and positive behaviours

Across whole school	Class level	Community/ Parent linked
Whole school welfare	Chess	Applefest
Cool to be at School program	Religious Education	Vegetable garden
Early Bird Awards	Camping program	Mothers day
Junior School Council	Swimming program	Fathers day
Assembly Awards	Pre school to School transition	Reading helpers
Student of the Week Awards	Year 6-7 transition	Community support programs
Choir	Netbook program	Casserole tea
Sunsmart program	Human development	Family care packages
Fruity Friday	First Aid	Focus groups
Program for Students with a Disability	Reading Recovery	Special events
Student tracking	Buddies	Parent teacher interviews
Whole school activities and special events	Young Leaders Day	Parent information sessions
Junior School Council fundraising	Staff/ student mentoring program	Work experience program
Inter school sport	Teaching spaces conducive to learning	Student teacher program
Applefest	Specialist sporting programs	Lawn bowls program
Arts performances	Flexible learning spaces conducive to learning	Supporting community issues – such as retention of the pool, freeway

		construction
Excursions	Specialist sport programs	Student lead conferences
School concert		Ulambara
Weekly assembly		Working bees
Graduation		Links with the preschool
Bike Ed, Scooter Ed		Education Week
Peer Support		Choir excursions to sing at the hospital, aged care facilities and community groups
Buddies		
ICT rich environment		
Differentiated curriculum		
Individual learning plans		
You Can Do It		
Values Education		
Student Support Services		
Restorative practices		
Asthma Awareness		
House System		

## RIGHTS AND RESPONSIBILITIES

### 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. The rights and responsibilities in this policy are set out in accordance with the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006 and the Disability Standards for Education 2005.

### Bullying and Harassment

It is important for the school to provide a safe and friendly environment free from bullying and harassment for students and staff and to encourage care, courtesy and respect for others.

All members of the school community have an obligation to report instances of bullying and harassment.

All complaints will be taken seriously and confidentially.

### Definitions

**Bullying:** is when someone uses power to hurt, scare or intimidate others. It can be done by an individual or a group, and can be carried out physically, emotionally or verbally. People may bully because they feel bad about themselves or to gain popularity, sometimes even for pleasure.

#### **Examples of bullying include –**

- *Physical* Pushing, shoving, fighting, hitting, pinching and any other unwelcome physical contact.
- *Verbal* Teasing, taunting, threats, put downs, degrading, racial and religious comments, and comments relating to disabilities and gender.

- *Gesture* Non-verbal signals
- *Exclusion* Being left out of activities on purpose
- *Cyber Bullying* Teasing, taunting, threats, put downs, degrading, racial and religious comments, and comments relating to disabilities and gender using any digital media.

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

So that everyone in our school community can work and play together in a happy, friendly and productive environment there are certain rights and responsibilities we all need to follow.

<b>Rights</b>		
<b>Students</b>	<b>Staff</b>	<b>Parents/ Carers</b>
Students have the right to: <ul style="list-style-type: none"> <li>• Be treated and spoken to fairly and with respect</li> <li>• Play and learn happily without interference from others</li> <li>• Be accepted and valued as an individual</li> <li>• Have equal access to school facilities and equipment</li> <li>• Be provided with a positive and safe learning environment in which academic, social and physical potential can be fully developed</li> </ul>	Staff members have the right to: <ul style="list-style-type: none"> <li>• Be treated with respect</li> <li>• Be able to perform their duties without harmful or disruptive influences</li> <li>• Work in a safe, pleasant and harmonious environment</li> <li>• Be supported by families in the education of their children</li> <li>• Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	Parents and Carers have the right to: <ul style="list-style-type: none"> <li>• Be treated with respect</li> <li>• Be attended to professionally and effectively</li> <li>• Work in partnership with the school to support their child's education</li> <li>• Be informed about their child's education</li> <li>• Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li> </ul>



<b>Responsibilities</b>		
<b>Students</b>	<b>Staff</b>	<b>Parents/ Carers</b>
<p>Students responsibilities are to:</p> <ul style="list-style-type: none"> <li>• Allow others to learn and play without interference</li> <li>• Treat others with respect</li> <li>• Act so no harm comes to themselves or to others</li> <li>• Accept others as individuals with differing backgrounds, personalities and values</li> <li>• Participate to the best of their ability in all school activities</li> <li>• Be careful in the use of facilities and equipment</li> <li>• Observe school rules</li> <li>• Respect and care for the school buildings and grounds.</li> <li>• Come to school every day possible</li> <li>• Wear school uniform</li> </ul>	<p>Staff responsibilities are to:</p> <ul style="list-style-type: none"> <li>• Maintain and contribute to a climate where all students have the opportunity to learn and play happily in a positive environment</li> <li>• Provide opportunities for all students to experience personal success.</li> <li>• Develop positive values in students</li> <li>• Treat all students equally and with respect</li> <li>• Communicate regularly with parents about their child's education and behaviour</li> <li>• Know how students learn and how to teach them effectively</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning</li> <li>• Undertake professional learning and continuously reflect on current practice.</li> </ul>	<p>Parents and Carers responsibilities are to:</p> <ul style="list-style-type: none"> <li>• Assist their child to develop a positive self image, tolerance and understanding of others</li> <li>• Follow their child's progress with interest and enthusiasm</li> <li>• Ensure that their child attends school and is punctual</li> <li>• Inform teachers about any relevant medical and family situations which may impact on the teaching and learning for that student.</li> <li>• Support the school in providing a safe and respectful learning environment</li> <li>• Be aware of the ways they can support the school: such as regular payment of fees, involvement in</li> </ul>



		parent club, school council, working bees, classroom helpers, school sports performing arts etc. <ul style="list-style-type: none"> <li>• To read the newsletter and act on information and requests contained in it.</li> </ul>
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## SHARED EXPECTATIONS

The Student Engagement Policy encourages students to be responsible for the outcome of their own actions and to accept the consequences of their own behaviour.

**The following behaviours will not be tolerated: fighting, verbal abuse, answering back, disruptive behaviour and bullying of any type: verbal, physical, indirect or cyber.**

The Charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services.

The four basic Principles are: **Freedom, Respect, Equality and Dignity.**  
 The school's values are: **Respect, Integrity and Commitment.**

With rights comes responsibility. As such, all members of the school community including the School Council, principal, teachers, students, parents, education support staff and community members have a responsibility to acknowledge the rights of others and behave in such a way as to protect those rights for other people.

Principle	Right	Expectations of Principal , teachers and school staff  Education staff will....	Expectations of Students  The student will.....	Expectations of Parents/Carers  The parent/ carer will.....
<b>FREEDOM</b>	The right to a supportive , safe, secure and dynamic learning	Use and manage the materials, resources and physical space	Respect their environment, listen to their peers and tolerate others	Understand the requirements of a school, playground and classroom environment as

	environment which encourages freedom of thought and expression	of their classroom to create a stimulating and safe environment for learning	thoughts and attitudes.	they are similar to and different from those of the home and family.
	The right to have input into issues that affect you.	Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning	Engage positively and respectfully	Provide schools with relevant information to enable appropriate responses to be made to the needs of the child.
	The right to access school and community resources.	Plan for the use of a range of activities, resources and materials. Provide meaningful learning opportunities for all their students.	Demonstrate behaviour and attitude that supports the wellbeing of all and contribute to a positive school environment that is safe, inclusive and happy.	Contribute to and support recommendations for the best use of school and community resources in tailoring individual programs to address a child's needs.
<b>RESPECT</b>	The right to learn in an inclusive school community with access to full participation.	Develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others	Show reciprocal respect for all. Respect the rights of others and be sensitive to difference	Show reciprocal respect . Value the opinions of others. Respect teacher's attempts to problem solve and support teacher's efforts. Work with the school to improve interactions.
	The right to value, celebrate and acknowledge cultural rights and diversity	Be aware of the social, cultural and religious backgrounds of the students they teach, and	Recognise social similarities and difference and respect the right for those	Support the school's efforts to educate young people to live in a diverse world by promoting an





		treat students equitably	to be expressed	understanding of and appreciation of diversity in the home, in school and in the community.
	The right to have support at the point of need.	Involve appropriate specialist expertise where necessary	Respect, value and learn from the differences of others	Work with the school in partnership to provide for their child's needs. Show support of the school's processes of enlisting assistance at various points in time.
<b>EQUALITY</b>	The right to receive a rewarding and meaningful education through challenging learning goals	Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for each student.	Willingly undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge their limitations.	Support their student's learning by ensuring punctuality each day to maximise learning opportunities.
	The right to defend or explain your actions	Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.	Respond to explanations for the consequences of non-compliant behaviour in a composed manner. Be honest.	Make themselves accessible to teachers so as to ensure that mutually clear communication pathways are introduced and maintained.

	The right to be treated as an individual.	Know the learning strengths and weaknesses of their students and are aware of the factors that influence	The right not to be labelled a naughty kid.	Support an attitude of a new day equals a new beginning. Be aware of curriculum modifications
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		their learning.		and support them.
<b>DIGNITY</b>	The right to a dignified existence.	Understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.	Be courteous and mindful of all others. Act in a respectful manner towards school staff and other students and visitors to the school.	Provide a loving caring and supportive environment at home.
	The right to be and feel respected	Develop a positive learning environment where respect for individuals is fostered and where learning is the focus	Accept differences and celebrate them Respect others needs in the learning environment Act in a courteous way towards others. Communicate and respect peers and adults in all areas	Accept and endeavour to understand differences and celebrate them.
	The right to privacy.	Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students	Uphold confidentiality and privacy in a physical and social setting	Uphold confidentiality. Ensure privacy in a physical and social setting.
<b>INTEGRITY</b>	The right to honesty and ethical actions	To be honest and transparent in dealing with all members of the school community	To be honest and true to themselves in words and actions at all times.	To be honest and transparent in all dealings with the school

<b>COMMITMENT</b>	The right to expect involvement and participation in all school activities.	Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students	Work effectively with teachers, parents, carers and members of the broader community to engage in effective learning.	Work effectively with their children and teachers to support effective learning.
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**Sources: Victorian Charter of Human Rights and Responsibilities 2006  
Disabilities Standards for Education 2005  
Harcourt Valley Primary School Strategic Plan**

### **SCHOOL ACTIONS AND CONSEQUENCES**

The implementation of preventative and early intervention measures are part of the school's staged response to creating a positive school culture and managing challenging behaviours in students

Harcourt Valley Primary School is a Restorative Practice school and the strategies of Restorative Practice will be used in the first instance for all student management issues.

#### **A Restorative Approach:**

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all
- Develops empathy

However in the circumstance where this is not an effective approach, the following outlines, the school's actions.

### **STAGED RESPONSE**

#### **Stage 1: Prevention and Early Intervention**

<b>Suggested Strategies</b>	<b>School Actions</b>
Recognise appropriate behaviour	<ul style="list-style-type: none"> <li>• Find out what the student is good at</li> <li>• Provide opportunities for each student to demonstrate their strengths</li> <li>• Celebrate successes at assembly</li> </ul>



	<ul style="list-style-type: none"><li>• Highlight positive events in the school newsletter</li><li>• Provide leadership opportunities</li><li>• Give positive feedback</li><li>• Give the student the right to represent the school</li><li>• Send a special report to parents</li><li>• Conduct awards events</li></ul>
Establish consistent school wide processes to identify students at risk of disengagement from learning	<ul style="list-style-type: none"><li>• Liaise with pre schools, other primary schools and secondary colleges when implementing transition programs</li><li>• Implement whole school approaches such as Restorative Practices, values education and You Can Do It.</li><li>• Meet regularly as a wellbeing group</li><li>• Use the Student Attitudes to School Survey to inform planning</li><li>• Use details of students who have transferred from other schools</li></ul>
Establish consistent school wide processes and programs for early intervention	<ul style="list-style-type: none"><li>• Ensure that students undertake effective transition programs</li><li>• Utilise the expertise of the wellbeing group</li><li>• Utilise opportunities to refer students to school support services if appropriate</li><li>• Conduct testing and determine funding levels for Program for Students with a Disability (PSD)</li><li>• Refer students for diagnostic assessments</li><li>• Utilise programs offered by and make appropriate referrals to Community Support Agencies</li><li>• Reading Recovery</li></ul>
Establish an understanding of the life circumstances of the child	<ul style="list-style-type: none"><li>• Review previous files/records</li><li>• Discuss with parent</li><li>• Nominate an explicitly identified adult to get to know the student</li><li>• Have teachers develop a positive relationship with all students and parents based on mutual respect</li><li>• Talk to the students and refer them to the school values and shared expectations</li><li>• Discuss appropriate behaviours for the classroom, at assembly,</li></ul>

When inappropriate behaviour occurs the outlined stages of consequences are followed.

### **Consequences of misconduct**


- Step 1                      A reminder and explanation is given to the child that the behaviour is unacceptable.
- Step 2                      If the behaviour continues, a verbal warning is given to the student and is recorded on the whiteboard.
- Step 3                      Time Out- student is given “time out” from the playground and will spend time in another classroom or another appropriate place.  
Parents may be notified
- Step 4                      Report of Misconduct  
After the Principal has been informed of serious conduct breeches, a Report of Misconduct will be sent home to inform parents of the student’s breach of the Code of Conduct.
- Step 5                      Discipline meeting for student support  
A meeting is held with parents to discuss the student’s behaviour and strategies which will assist the child.  
Recommendations may be made for the student to be referred to the appropriate student services
- Step 6                      Withdrawal or detention  
Students may be withdrawn from major events such as camps and excursions due to inappropriate behaviour or a 30 minute after school detention may be imposed. Parents will be informed as per DEECD guidelines
- Step 7                      Exclusion – Suspension and Expulsion  
Processes involved in suspension and expulsions are serious disciplinary measures and will follow DEECD guidelines in consultation between students, parents, Principal and staff members concerned as outlined in Appendix 12-18 of the Student Engagement Guidelines 2009

### **SUPPORTING POLICY DOCUMENTS**

Harcourt Valley Primary School Student Engagement Policy is supported by a number of school based policies

These policies are reviewed regularly by School Council

- Strategic Plan
- Camps and Excursions

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- Annual Implementation Plan
  - Values for Australian Schooling
  - You Can Do It program
  - Student Welfare
  - Sunsmart
  - Student Dress Code
  - Student Code of Conduct
  - Anaphylaxis Management
  - Attendance
  - Drug Education
  - Anti Bullying
  - Welfare meetings
  - Attendance
  - Integration
  - Transition
  - Yard Duty
  - First Aid
  - Medicines
  - Asthma

**Adopted by School Council – May 2012**