Student Engagement Policy - Updated 5th Feb 2014
Tallygaroopna Primary School
School No: 3067

Endorsement by School Council

Insertion of a tick (✔) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Student Engagement Policy was endorsed at a meeting of School Council.

✔

David Brodie
Principal
5th Feb 2014
Tallygaroopna Primary School with a population of 47 students is situated 17km north of Shepparton. Whilst located in a rural setting, the school’s parent community is mainly comprised of families who work in Shepparton with very few being involved in farming. The school is extremely well equipped mainly due to a healthy injection of locally raised funds over the past ten years or more and a new BER building along with updated existing buildings. The school has vast playing areas comprising two adventure playgrounds, asphalt and court areas and a well grassed oval that has its own watering system. A huge undercover area is available for use on hot or wet days.

Purpose:

Tallygaroopna Primary School is committed to providing the highest quality education for all in an environment that cares for its students, staff and parents. This commitment is demonstrated by encouraging students to:

- Reach for full academic, social and physical potential in a fair, positive and consistent environment.
- Display a commitment to improving their learning outcomes.
- Develop a sense of self-discipline in their work and their play.
- Respect the rights of other students, staff and visitors.
- Develop a good understanding of all key-learning areas, particularly literacy and numeracy.
- Provide equal opportunity for all members of the school community.
- Develop in students’ qualities and life skills such as responsibility, independence, inquiring minds, problem solving, team skills and creativity.
- Prepare students for their next stage of learning by building on their strengths and experiences.
Our school values are used to support our students, teachers and parents in becoming positive citizens within their community. These values are:

- **Inclusion**: including others and to not leave anyone out. It is important to let people join in if they are not playing with anyone and to involve others in decision making so that everyone gets a say.

- **Respect**: being nice to others and to treat others how you would like to be treated. If you show respect you look after property that belongs to individuals and consider other peoples thoughts and opinions. Respect also involves being considerate of differences and personal space.

- **Honesty**: tell the truth and own up to things in a mature manner. Individuals who are honest don’t lie and always strive for their best without settling for second best.
Our Goals and Targets from our Annual Implementation Plan
link to our Student Engagement Policy:

Student Engagement and Wellbeing

- Our goal is for each student to be highly engaged with his/her learning, self-motivated, socially responsible and be able to demonstrate strong connectedness to teachers, peers and the School in a safe, supportive, productive learning environment.

Targets

- All students and staff to feel safe and secure in our school environment – reflected in Staff Opinion and Attitude to School Surveys
- Parents to be satisfied with the Classroom Behaviour, Student Motivation, Social Skills and Reporting
- Each Student to maintain an attendance rate of: 96.5% in Prep to Year 2 and 96% in Years 3 to 6

Student Pathways and Transitions

- Our goal is for each student to experience smooth transition into, through primary school and on to secondary schooling

Target

- Parent Opinion Survey – High level (90%+) of satisfaction regarding transition.
- Student attendance for P-6 – Absence rate to be less than 10 days per student.
SCHOOL RULES

Our General School Rule is to “CONSIDER THE FEELINGS OF OTHERS AT ALL TIMES.”

1. Students are expected to take care of their own personal property and that of the schools. Damage to school property and surrounds will not be tolerated.

2. Children are expected to remain on school property during school hours unless given permission.

3. Students are expected to behave appropriately during school hours.

4. Students are expected to travel to and from school in the appropriate manner and with the appropriate gear. Bus travellers will adhere to the Bus Traveller’s Code of Conduct.

5. Students will not be permitted to bring expensive articles of personal property or banned substances to school (as the Education Department’s insurance policy does not cover personal belongings).

6. Students are expected to adhere to the dress code as stated in the Tallygaroopna Information book.
Tallygaroopna Primary School aims to develop socially well-adjusted children who perform academically to the best of their ability in a safe, friendly and caring environment and to develop the necessary skills and knowledge to become valued members of the community.

We have a clear focus on student attendance with regular updates and reminders of the importance of being at school in the Newsletter and at assemblies. Attendance is a target in our Strategic and Annual implementation Plans.

Students are encouraged to attend every day and parents are encouraged to send their students to school each day unless they are unwell. We encourage parents to make appointments where possible, out of school hours. If students are absent, parents are to write a note or contact the school.

Amendments to the Education and Training Reform Act 2006 in relation to the enforcement of compulsory school enrolment and attendance come into effect this year. This new legislation means that a parent could receive a School Attendance Notice and possibly an Infringement Notice if their child misses five full days of school in a year without a reasonable excuse. It also means a parent could receive a School Enrolment Notice and possibly an Infringement Notice if their child is not enrolled in school or registered for home schooling. Importantly however, new procedures for enforcing attendance are articulated as a strategy of last resort, when other interventions to improve attendance have failed.

![Absence Note - 2014](image-url)
Tallygaroopna Primary School aims to:

- develop in each of our students a desire for lifelong learning so that they become valuable members of society

- place an emphasis on teaching the students how to live with others and encourage their creativity

- endorse the philosophy of “Consider the feelings of others at all times.”

To achieve these three aims we:

- Provide highly motivated and qualified staff to facilitate the education of our students.

- Provide physical facilities and grounds that enhance learning.

- Have high but realistic expectations of students and encourage students to “be their best.”

- Provide programs that are innovative, challenging and relevant to the needs of our students.

- Give constant positive reinforcement to improve self-esteem.

- Acknowledge student achievement in the newsletter and at assemblies through student of the week awards.

- Encourage friendship, sharing, tolerance and compassion amongst all children.

- Encourage and Support children to accept responsibility for their actions.

- Provide adequate supervision in the school grounds, making a special effort to observe, assist and involve children with problems.

- Develop a whole staff approach to the resolution of problems occurring both in and out of the classroom.

- Be consistent and fair in applying logical consequences.

- Encourage understanding and awareness of the school rules.

- Provide intervention and extension assistance for students.
# 3-RIGHTS AND RESPONSIBILITIES

## STUDENT, TEACHER & PARENT RIGHTS

### Student Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **All students have the right to be valued and treated with respect.** | A responsibility to respect others.  
A responsibility to be courteous and respectful to all people involved in school programs, including all visitors to our school.  
A responsibility to take care of all property including school, personal and others. |
| **Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.** | A responsibility to allow others to work without being bothered.  
A responsibility to complete your classroom activities.  
A responsibility to come to school and to be on time.  
A responsibility to obey school rules.  
A responsibility to be cooperative and fair at sport and play. |
| **Students have the right to be treated and spoken to fairly and respectfully by teachers, students and parents.** | A responsibility when on school activities/excursions to continue to obey school rules.  
A responsibility to take messages home.  
To treat everyone in the school in a friendly and respectful manner. |
| **Students have the rights to ask questions and share ideas.** | A responsibility to listen and respond in a positive manner.  
To contribute to the best of their abilities in all school activities. |
# Teacher Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have the right to teach in an atmosphere of order and cooperation.</td>
<td>A responsibility to ensure that all students are safe and happy in their school environment. Discuss and reinforce school rules and high expectations. Arrive at school on time, prepared for effective teaching. Contribute to the development of units of work through effective planning and sharing.</td>
</tr>
<tr>
<td>Teachers have the right to be treated with respect by students, parents and colleagues.</td>
<td>A responsibility to treat all children, parents and colleagues fairly and respectfully regardless of gender, race or religion. Provide opportunities for all students to experience personal success.</td>
</tr>
<tr>
<td>Teachers have the right to feel safe in the school environment.</td>
<td>A responsibility to promote an environment, which maximises the opportunity of all students to strive for excellence.</td>
</tr>
<tr>
<td>Principal and Staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently.</td>
<td>A responsibility to provide and promote positive role models for students at all times. A responsibility to inform parents of their child’s performance at school. Display consistency when dealing with student management issues both in and out of the classroom.</td>
</tr>
</tbody>
</table>
## Parent Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</td>
<td>A responsibility to ensure your child attends school and is punctual. A responsibility to support the School Discipline and Uniform Policy. A responsibility to support the school in its efforts to maintain a positive teaching and learning environment. Ensuring your child has enough sleep at night and that they are provided with breakfast before attending school each day.</td>
</tr>
<tr>
<td>Parents have a right to support the Principal and Staff in their efforts to maintain a productive teaching and learning environment.</td>
<td>Being aware of school rules and encouraging acceptable social behaviour. Provide the school with current up to date contact information. Support the schools homework and reading at home philosophy. Ensuring your child wears correct school uniform unless there is a valid reason. A responsibility to communicate all matters that may affect your child’s learning. Provide your child with lunch (preferably healthy) and snack each day.</td>
</tr>
</tbody>
</table>
Purpose
To support schools to create safe and respectful school environments and prevent bullying, cyberbullying and other unacceptable behaviours.

Policy
Schools must include a statement about bullying and cyberbullying behaviours in the Rights and Responsibilities section of their Student Engagement Policy.

A Student Engagement Policy should include a positive statement about the school’s values and philosophy, and the related programs and strategies being implemented by the school to promote student engagement, high attendance and positive behaviours.

Definition
Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

This table describes the categories of bullying.

<table>
<thead>
<tr>
<th>Category</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct physical bullying</td>
<td>• hitting, kicking, tripping, pinching and pushing or damaging property</td>
</tr>
<tr>
<td>Direct verbal bullying</td>
<td>• name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.</td>
</tr>
<tr>
<td>Indirect bullying</td>
<td>• action designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes: - lying and spreading rumours - playing nasty jokes to embarrass and humiliate - mimicking - encouraging others to socially exclude someone - damaging someone’s social reputation or social acceptance</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>• direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.</td>
</tr>
</tbody>
</table>
Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

**Mutual conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

**Social rejection or dislike:** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Single-episode acts:** of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

**Approaches**
Schools should:
- promote and support safe and respectful learning environments where bullying is not tolerated
- put in place whole-school strategies and initiatives as outlined in the Department’s anti-bullying policy
- develop a Student Engagement Policy that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.
- involve students, staff and parents in updating the Student Engagement Policy.
- work in partnership with parents to reduce and manage bullying.
- take a whole-school approach focusing on safety and wellbeing.

**Related Policies**
- Student Support Services

**Department Resources**
- Student Engagement Policy Guidelines
- Building Safe and Respectful Schools: providing guidance to schools about creating safe and respectful learning environments
- Learning On Line
- Sexuality Education:
  - Respecting Diversity: for teacher resources to support the inclusion of sexual diversity in the school’s sexuality education program
  - For Principals: for a copy of Supporting Sexual Diversity in Schools (2008).

**Other Resources**
- Bullying_NoWay! – the joint Australian Education Authorities website
- Safe Schools, National Safe Schools Framework providing a set of nationally agreed principles for safe and supportive school environments and includes appropriate responses that schools can use to address the issues of bullying, harassment, violence, and child abuse and neglect.
**Student Expectations**

We expect that students will be safe at school and demonstrate consistent and positive behaviour in and out of the classroom and have a good approach to their learning.

They should attend school on a regular basis and always be punctual to school and show an awareness of personal hygiene. They can expect to be engaged in their learning and receive support for managing their learning in school and at home.

Students at the school should also have respect for themselves, the community and the rights of others and they should be acknowledged and praised for their efforts at school.

Students can expect the school to not tolerate bullying behaviour and support for this will be offered instead of constant punishment.

**Teacher and Principal Expectations**

Staff at school support students to effectively engage in their learning by providing a number of experiences which are relevant to the interests and backgrounds of the children.

Inclusive practices occur in class and children are able to focus on areas of strength when completing set work.

Teachers are beginning to have a common language in class and pedagogy focuses on e5. We ensure that students regularly experience success and this is celebrated along with diversity.
Roles of Principal Class

- Ensure the delivery of a comprehensive, high quality education program to all students.

- Be executive officer of the school council.

- Implement decisions of the school council.

- Establish and manage financial systems in accordance with the Department and school council requirements.

- Represent the Department in the school and the local community.

- Contribute to system-wide activities, including policy and strategic planning and development.

- Effectively manage and integrate the resources available to the school.

- Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations.

- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate.

- Comply with regulatory
Roles of Teachers

- Engage in ongoing professional learning to improve their practice
- Draw on resources and frameworks provided by the system to inform their work and classroom practice
- Work collaboratively with professional colleagues to improve teaching and learning within the school
- Use multiple sources of feedback on their classroom practice to inform their professional learning goals.

Parent Expectations

Parents support school by modelling positive behaviours in and out of the school environment. They ensure that regular attendance and punctuality occurs and they have an active role in their child’s education.

There is an agreed expectation that parents assist and support students at home with any school work and they communicate with teachers relevant to a range of matters in an orderly fashion. Parents show respect for the learning environment at school and support the schools discipline and uniform policy.
5-ACTIONS AND CONSEQUENCES

Before actions and consequences occur, Tallygaroopna Primary School has a responsibility to make sure that positive behaviours are supported through relationship-based whole school and classroom practices.

We recognise that some students require additional support in the development of pro social, positive behaviours and this requires reinforcement and acknowledgement to support children towards positive improvement.

We also appreciate how important engagement is to children at school and are committed to supporting children in calm, consistent and predictable school classrooms and environments that recognise individual needs and provide appropriate support.

Supportive and Preventative Procedures

These strategies provide students the opportunity to be responsible in the school environment and to have ownership on the values and climate of the school. We believe that it is important that supportive and preventative procedures are applied consistently in the school environment.

- School rules are condensed into only a few school rules. School Captains and S.R.C. are responsible for this.
- Positive rewards for desired behaviour at assembly.
- Social skills Programs- You Can Do It
- Cybersafety – Esmart / Cyberquoll
- Collegial Support - to diffuse a potential problem a child may be placed with another staff member for a specific period of time.
- Involvement of outside agencies to support children and families. Eg. Goulburn Valley Family Care, SCOPE.
- Liaison with Regional Student Support Staff
Consequences are what happen as a result of behaviour. They can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and they should be related to the rule that has been broken.

When a staff member finds that a student has been in breach of the school rules teachers will work through the stages of the student engagement plan.

**Positive Consequences – common procedures**

1. Verbal praise
2. Awards / certificates / stickers
3. Public recognition at assemblies and in the newsletter.

**Breach of rules inside the classroom.**

1. Verbal reminder/s of appropriate behaviours and consequences if the behaviour continues.

2. **Time-in classroom during recess or lunch.** (completing unfinished work or filling in the Behaviour Improvement Plan)

3. Sent to school office/principal.

**Breach of rules in the school yard.**

1. Verbal reminder of appropriate behaviours and consequences if the behaviour continues.

2. Will accompany the yard duty teacher.

3. **Removed from yard to school office/principal.** (will result in detention during recess or lunch)
• Intentional damage must be repaired or replaced.

• Accompanying the yard duty teacher may involve picking up papers.

• The Sun Smart Policy is strictly adhered to and the “no hat, no play” rule is applied in Terms 1 and 4.

• Severe behaviour will result with children being exited from the room or yard immediately.
• All breaches of rules that require a consequence will be recorded in the incident book.
• Parents will be notified through either a phone call (priority) or letter if their child has been removed from class or the yard and any incident that warrants parent notification.
• Detention should be used when all natural consequential discipline methods have been exhausted or are not appropriate.
• Students will be supervised at all times
• Detention should only last for half of the student’s lunchtime or recess.
• Students may be asked to complete work that has been unfinished due to their behaviour and depending on the student’s age or skill; they may be asked to complete a Behaviour Reflection Sheet (student improvement plan).

At Tallygaroopna Primary School we work closely with students in a positive and supportive manner. Staff use strategies in a staged response, however, in certain circumstances a suspension or expulsion may be required. This would be a last resort as identified in 4.7.3 and 4.7.4 of the School Reference Guide.
Mediation / Resolution Process – common procedure

A complaint has been made by a student, parent or member of staff that has not been resolved to a mutually agreeable resolution

Contact is made with the teacher of the student

Has the complaint been resolved
Yes → Withdraw or resolution of complaint
No

Complainer has discussions with the Principal

Has the complaint been resolved
Yes → Withdraw or resolution of complaint
No

Principal to fully investigate issues raised to determine validity and severity. This would then be presented to complainant in written form to facilitate mediation

Has the complaint been resolved
Yes → Withdraw or resolution of complaint
No

Principal advises the complainant to contact the Department Using the “Complaint Lodgment Form” available on the department Web Site
<table>
<thead>
<tr>
<th>REFLECTION</th>
<th>STUDENT COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell me what happened?</td>
<td></td>
</tr>
<tr>
<td>What were you thinking and feeling at the time?</td>
<td></td>
</tr>
<tr>
<td>Who has been affected by your behaviour?</td>
<td></td>
</tr>
<tr>
<td>How have they been affected by your behaviour?</td>
<td></td>
</tr>
<tr>
<td>Was your behaviour fair or unfair?</td>
<td></td>
</tr>
<tr>
<td>What could you have done differently?</td>
<td></td>
</tr>
<tr>
<td>What do you need to do to fix things?</td>
<td></td>
</tr>
<tr>
<td>Is there anything else you would like to say?</td>
<td></td>
</tr>
</tbody>
</table>
TALLYGAROOPNA PRIMARY SCHOOL
EARLY YEARS: REFLECTION SHEET

NAME: __________________ CLASS: ______ DATE: __________

<table>
<thead>
<tr>
<th>REFLECTION</th>
<th>STUDENT COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw what happened</td>
<td></td>
</tr>
<tr>
<td>Circle the face that shows how you were thinking.</td>
<td>Happy</td>
</tr>
<tr>
<td>Draw others affected by your behaviour.</td>
<td>Sad</td>
</tr>
<tr>
<td>Was your behaviour fair or unfair?</td>
<td>Angry</td>
</tr>
<tr>
<td>Tell me what you need to do to make things better.</td>
<td>Scared</td>
</tr>
</tbody>
</table>

*“I need to…..*
TO BE COMPLETED BY ALL PARENTS AND RETURNED TO THE SCHOOL

I HAVE READ AND DISCUSSED THE TALLYGAROOPNA PRIMARY SCHOOL STUDENT ENGAGEMENT POLICY WITH MY CHILD / CHILDREN, AND AGREE TO THIS DOCUMENT.

CHILD'S NAME: ____________________________ Grade/Class: ______

______________________________

______________________________

______________________________

______________________________

PARENT / GUARDIAN NAME: ______________________________

______________________________

PARENT / GUARDIAN SIGNATURE: ______________________________

DATE: ______________________________

/ /
SIGNATURES

SIGNED by the Principal ................................................

Name [David Brodie]
Date …/…/……..

SIGNED by the School Council President ................................

Name [Tim Ring]
Date …/…/……..