

WODONGA SOUTH PRIMARY SCHOOL NO.5042**STUDENT ENGAGEMENT POLICY****1. SCHOOL PROFILE STATEMENT****Values**

Wodonga South Primary School is proud of its community spirit; it's caring and nurturing for all, the team work between the staff, students, parents and School Council. The welfare of all students is paramount. The school aims to provide optimal learning opportunities for every student across all curriculum areas, as outlined in the AUSVELS (The Australian Curriculum). Our future vision is to be a family based community of learning, which supports all members in a happy and safe environment. Respectful relationships are the basis of our school community.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We pride ourselves as a school that promotes community recognition and acceptance of the equality of gender, the equality of all races, regardless of their religious or political convictions, their abilities, their age or specific learning requirements. While we believe in equality for all, we also emphasise the value of difference. The following values underpin the beliefs of our community and outlines what is important in guiding our actions: We value the following behaviours in our school environment:

- **Be Safe**
- **Be Responsible**
- **Be A Learner**

Environmental Context

Wodonga South Primary School is situated in the Regional City of Wodonga. Our school has a 2013 enrolment of 570 students. The school operates with twenty five classes, six Prep classes, eight Yr 1/2 classes, six Yr 3/4 classes and five Yr 5/6 classes. The school has 38 teaching staff with four on a part time basis, 3 clerical staff and 9 educational support staff. We currently offer the specialist programs of Visual Arts, Physical Education, Music and Reading Recovery.

A major strength of our school is the commitment by the families to the school, through membership of School Council, Parents Club, assistance with classroom programs and helping with grounds maintenance. The school is a vital part of this community and maintaining this continues to be a strong focus for the school.

Our new school was completed in April 2011 which is an integral part of the Southern Education Rise Education Centre located at the newly established Whitebox Rise Estate in Wodonga. All decisions with regard to the planning for this new school have been made with the future vision in mind. These new educational facilities include a Maternal Health program, Childcare Program, three year old and four year old Preschool Programs and Primary School. It will have state-of-the-art facilities within a community focussed learning community. OOHSC (Out of hours school care)

Our school is made up of four distinct learning spaces which are:

- Prep: Discovery Pod
- Grade 1/2: Discovery Pod
- Grade 3/4: Creativity Pod
- Grade 5/6: Innovation Pod

These pods are opening planned learning spaces that promotes collaboration between staff members and provide the opportunity to closely and effectively as a team to ensure we are meeting the needs of all students.

2. WHOLE SCHOOL PREVENTION STATEMENT

Wodonga South Primary School aims to establish a happy, safe and supportive learning environment where the welfare of all children is a high priority and is maintained as a shared responsibility of the school and the community. Our motto “Together we Learn” is a whole centre community commitment. It means all children at our centre can achieve success and excellence. We strive to provide a quality education that will enable children to participate and contribute to the community. We want them to become informed lifelong learners and tolerant and responsible citizens. We strive to foster a positive centre environment free of bias and bullying and where children accept and respect the rights and responsibilities of all community members. We encourage children to develop positive and caring relationships with others. We also encourage children to develop a positive self-image and independence. We want them to be engaged in their learning and to feel connected to the centre so that they are keen to attend and to participate in a manner that upholds the rights of all community members. To do this our teachers are highly skilled and structure their sessions to engage all students. You can expect all teachers to consider the following when structuring learning time:

The Learning Pyramid for Engaging Students



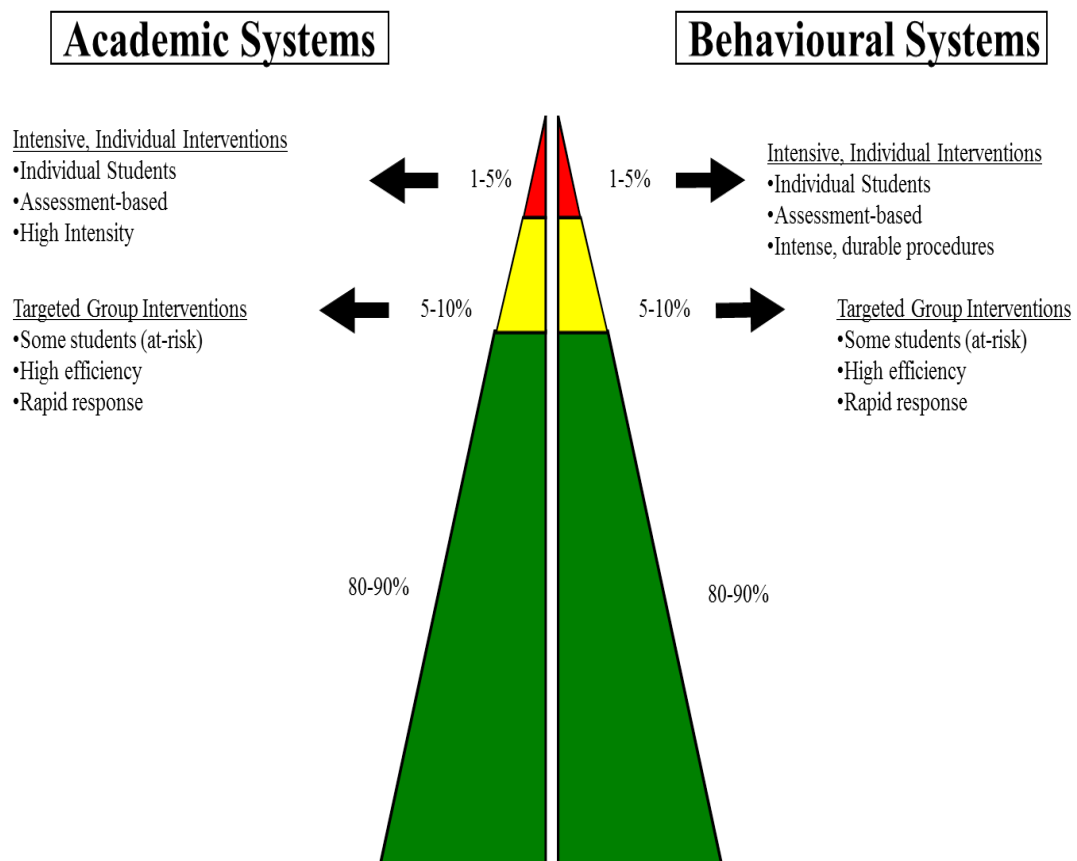
At Wodonga South Primary School, we recognise that students are engaged in a wide variety of ways. We ensure that our students understand the values of our school and are explicitly taught the expected behaviours to promote a safe and positive learning environment. Our staff are driven to meet the individual learning needs of all students and provide constructive feedback to ensure each student can reach their full potential.

An effective teacher at Wodonga South Primary School provides a safe, engaging and inclusive learning environment that caters for the individual needs of all students. We encourage students to investigate all aspects of learning which includes building thinking skills, reflection and applying the knowledge that is learnt. Acknowledging the learning outcomes and the achievements of our students is an important aspect of the learning process at Wodonga South Primary School.

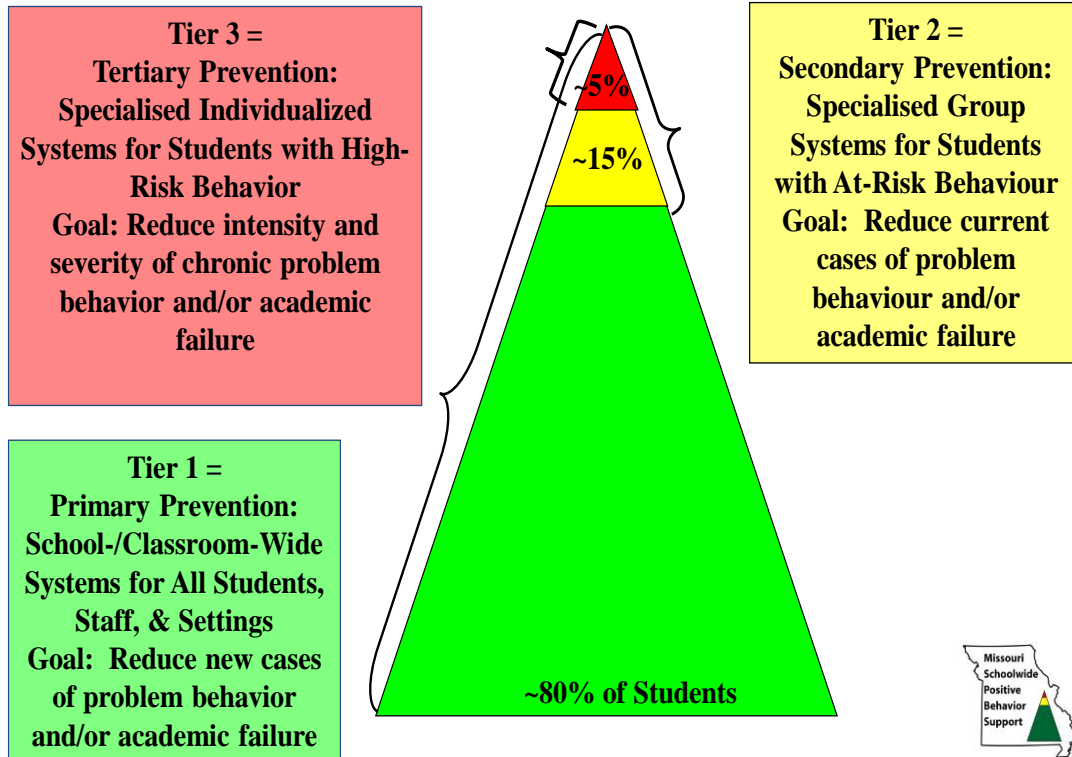
SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

In order to encourage and promote positive behaviour, Wodonga South Primary School has implemented SW-PBS (School Wide Positive Behaviour Support) that identifies expected student behaviours and the related positive reinforcements/acknowledgement for expected behaviour. SW-PBS is an initiative that continues to develop over a five year period. Wodonga South Primary School started to implement Tier 1 during September 2011.

Designing School-Wide Systems for Student Success



CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOUR SUPPORT



At the beginning of each school year all students start with an inquiry unit based on SW-PBS where rules and routines are established, learning behaviours and expectations (South Matrix) are clearly stated and school values are highlighted (Be Safe, Be Responsible and Be a Learner). Relationships and expectations are established during this program and goals set for the year ahead.

WODONGA SOUTH PRIMARY SCHOOL MATRIX

In consultation with staff, students and parents the South Matrix was developed to define expected values for all students. A copy of the matrix is an attachment to this document.

At Wodonga South Primary School, we use the following acknowledgements to reinforce positive behaviours:

- Way To Go tickets
- SW-PBS Certificates at assembly
- Acknowledgements in the school newsletter
- Principal’s Afternoon tea
- SW-PBS Pod Assemblies
- Individual student rewards system (Top 5% students)
- Individual rewards system on a needs basis

<p>Be a Learner!</p> <p>Name: _____</p> <p>Class: _____</p> <p>WAY TO GO!</p>	<p>Inside: <input type="checkbox"/> Outside: <input type="checkbox"/></p> <p>Community: <input type="checkbox"/></p> <p>Toilets: <input type="checkbox"/> All areas: <input type="checkbox"/></p> <p>What for? _____</p> <p>_____</p>
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As a staff we have established two mantras to encourage consistent movement across the school as well as an expected working tone. They are:

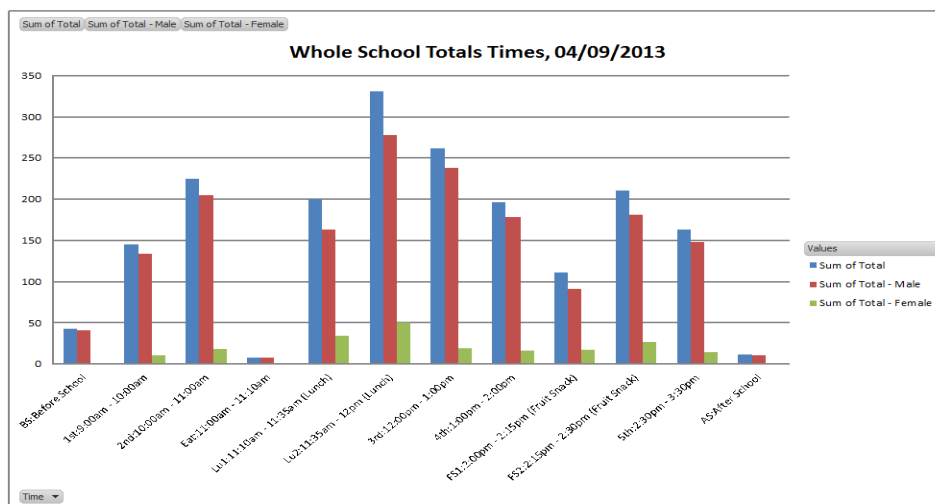
- “When you’re walking, you’re not talking”
- “If I can hear you, you’ve not speaking quietly enough”

At Wodonga South Primary School, we recognise that there may be times when some students choose not to maintain the high standards of behaviour expected of them. The following process outlines how the school will systematically address such incidences.

BEHAVIOURS THAT SHOULD BE DEALT WITH IN THE CLASSROOM AND THOSE THAT SHOULD BE REFERRED TO EDUCATIONAL LEADERS

<p>Staff Managed (If you need support and advice on this please talk to your Educational Leader)</p>	<p>Referral to Leadership (Staff who refer student issues to Leadership must meet with the Educational Leader and the student as part of the resolution of the issue.)</p>
<p>EXAMPLES OF MINOR</p>	<p>EXAMPLES OF MAJOR</p>
<ul style="list-style-type: none"> • One refusal • Warnings from teachers • Swearing • Play fighting/rough play • Misuse of school property • Verbal disrespect • Shoes off in the yard • Littering • Breaking the rules (out of bounds, running on the links) • Playing in the toilets • Arguing/excluding peers • Out of uniform • Repeated calling out/silly noises 	<ul style="list-style-type: none"> • Physical behaviours (hitting, kicking, punching, spitting etc) • Continuation of a minor behaviour • Been removed to buddy class and on return behaviour repeated • Refusal to go to buddy class • Students leaving the learning space without permission (Safety) • Sexualised behaviour (actions and/or language) • Vandalism • Swearing/threatening teacher (Teacher safety) • Destroying school property • Stealing • Repeated impacts to students learning • Emotional bullying • Cyber Bullying

A database incident recording system has been implemented for staff to be able to track, record and improve problem behaviours across Wodonga South Primary School. It is the responsibility of the teacher who first deals with the incident to document in a timely manner the details of the incident. Issues that have leadership intervention will be further documented by the personnel managing the incident.



All members of the school community will be aware of the school’s position on bullying. A person is bullied when one or more other people expose them regularly and over time to negative and harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Wodonga South Primary School aims to promote preventative, whole-school approaches to minimise concerns with student engagement, attendance and behaviour. SW-PBS aims to minimise bullying and teach proactive behaviour management strategies. Refer to school policy on bullying for further details.

STUDENT DISENGAGEMENT

Our understanding of disengagement: Disengagement is to mentally separate yourself, or to become uninvolved in a situation. Disengagement can be experienced at any stage of a person’s life and is a result of real or perceived feelings of not belonging or not being connected to people or events. Disengagement occurs in both sexes but the more negative results have been recorded with young males. (Sizer, 1996).

SUSPENSION

Reasons for suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) Threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) Commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property

- (c) Possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) Fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) Consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) Consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

EXPULSION

REASONS FOR EXPULSION

Students can be expelled if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

AND

The student's behaviour is of such magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

A STAGED RESPONSE TO ATTENDANCE AT WODONGA SOUTH PRIMARY SCHOOL

PREVENTION- whole school strategies to promote attendance and punctuality

- Attendance acknowledgements- celebrating excellent attendance per term

- Innovative curriculum to engage all students in learning
- Camps and excursion programs accessible to all students
- Regular newsletter articles on punctuality and the need to be at school
- Documented procedures for absence
- Sign in procedures for late arrivals to school
- Positive behaviour rewards for all students.

EARLY INTERVENTION- strategies for some students

- Leadership contact with parents
- Buddying for identified students
- Student Support plans with parents
- Functional Behaviour Assessment completed
- Behaviour Management plan established
- Early Childhood intervention service
- Tick box absence notes supplied to families at the start of each term
- Daily phone calls to families of chronically absent students

INTERVENTION- strategies for a few students

- Referral to outside agencies eg. UMFC (Upper Murray Famil Care) DHS (Department of Human Services), NECAMHS (North East Centre Centre for Child and Adolescent Mental Health Service), Junction Support Services, Gateway Community Health, CASA (Centre against Sexual Assault), KEAPS (Kids Early Action Program in schools), Child First and Mansfield Autism Services
- Individual contract or Individual Learning Plan
- Meeting with parents
- Home visitation
- Assistance to arrange transport to school

"Be Safe! Be Responsible! Be a Learner!"

	Be Safe	Be Responsible	Be a Learner
<i>In all areas and all of the time we...</i>	Know the school values and expectations Ask questions Are thinkers Are communicators	Help others Speak politely and use manners Listen when others are speaking Celebrate our differences and be inclusive of others Look after each other Are friendly	Get along with others Appreciate other's strengths and weaknesses Wear school uniform
<i>In the toilets we...</i>	Walk calmly in and out of the toilet area	Use the toilet area, flush, wash our hands and leave Allow others to use the toilets privately	Follow the rules for correct use of this area
<i>When outside we...</i>	Walk calmly when moving between pods Stay in bounds Play safe games Use equipment safely Wear a hat to be sun smart	Care for our grounds by using the paths Look after the environment by putting Rubbish in the bin Look after the equipment Take turns Include others in our games Use our grounds and facilities correctly Use the eating areas	Follow the rules of the game Are honest Accept the outcomes in a game situation and move on Make healthy food choices Accept differences in abilities Recycle our waste
<i>In the community we....</i>	Obey road, school and parent directions Be aware of stranger danger We make good choices Be a thinker and follow instructions	Walk our bikes or scooters in the school yard Take care of younger siblings Be patient Be polite and friendly Positively interact with them.	Learn the road and pedestrian rules Understand the focus and expectations of the learning experience
<i>While inside we....</i>	Get permission to leave the learning space Walk around calmly Use noise levels appropriate to the task Follow instructions Use furniture and equipment appropriately	Look after furniture, equipment, buildings and belongings Treat others respectfully Are trustworthy Think before we act. Think about how our language and behaviour affects others.	Stay on task Ask for help when needed Have a go Are active listeners Allow other opinions Make good and wise choices Are organised with time and equipment