



Chilwell Primary School

No.2061

"Learning for Life"

Gavan Welsh – Principal

313a Pakington Street, Newtown, 3220 Telephone: (03) 5221 2738 Fax: (03) 5221 8191
email: chilwell.ps@edumail.vic.gov.au ABN 43 418 945 496

POLICY: STUDENT ENGAGEMENT POLICY 2017-2019

1. School Profile Statement

Chilwell Primary School, established in 1878 is located in Newtown, an inner Geelong suburb and has a current enrolment of 380. The school has catered for many generations of Geelong families and has developed close links with the local community, neighbouring preschools, secondary colleges and various universities.

Rationale

At Chilwell Primary School we aim to create a safe and secure learning environment for all students and staff in which the principles of care, courtesy and respect for the rights and property of all individuals are valued.

Guiding Principles

Chilwell is a family oriented school recognising and responding to the needs and diversity of family groups within our school community. Teachers and parents work together to provide a caring, secure and stimulating learning environment for all students. A strong partnership between home and school ensures that education is valued, that children want to learn, that they enjoy the trust of teachers and are aware of the rights of others in sharing in the life of the school.

The school is responsive to community needs and the welcoming, open-door policy of the principal and staff ensures that issues and concerns are dealt with promptly and with sensitivity.

Classroom programs focus on developing a positive and co-operative learning environment in which children can achieve their potential in all curriculum areas. Supportive teaching strategies encourage children to deal positively with challenges and to be actively involved in their learning.

Chilwell's 2017-2019 Strategic Plan outlines the Schools strategic intent for Excellence in Teaching and Learning, Positive Climate for learning, Community Engagement in Learning and Professional Leadership. Key Improvement Strategies and Significant Projects are set out in AIP each year.

The school provides a sequential and inclusive curriculum based on the Victorian Curriculum. The planning of work units is a co-operative exercise which maximises the sharing of all teachers' talents and interests. The curriculum is enhanced by Inquiry learning, Bring IT 2 'Chilwell', Learning Technologies and guided by Literacy and Numeracy Plans.

In catering for individual needs, talents and interests, teachers challenge and motivate all children, engage in a comprehensive assessment regime and give recognition for effort and achievement in artistic, cultural, academic and physical education programs.

Children's social development and welfare needs are important aspects of the school curriculum and are supported by programs including 'You Can Do It! Program, eSmart, Buddies, Life Education, Drug Education, Learning to Learn, Puberty Program, Camps and Excursions leadership opportunities to support students in Years 5/6. The pastoral care role of the principal and staff is enhanced through our school chaplain and access to District Support Staff.

Teachers remain committed to continuing professional development, building on their wide experience through involvement in current curriculum trends. The staff are professional, dedicated and have a sense of ownership of the school. The school's staffing profile consists of 16 classroom teachers, specialist teachers for Reading Recovery, Library, Art, LOTE Italian), Music and PE curriculum is integrated into programs. Support Teachers work in Prep to Grade 2, dictated by student enrollments, and two Leading Teachers have coaching roles in Literacy and Numeracy. An ICT Coach works with all teaching staff to build capabilities in this area. A School Chaplain/Councillor is appointed to our school and a successful Out of School Hours Care Program operates.

The Chilwell community works together to develop and maintain a physical environment which is well cared for, providing children with safe, attractive and functional learning and recreational areas. Teaching areas are predominantly classrooms with scope for team teaching.

Our School motto is "Learning for Life." Chilwell links with the community to provide extra-curricular activities and leadership opportunities for students encouraging achievement across the curriculum. Our Grade 6 students are actively engaged in decision making within the school community through their membership in various school committees such as the environment and junior school council. The school places high value on the expertise of our teachers and the role of parents as partners in learning. The school sees parents as vital partners in the educational process and seeks their active participation, through membership on School Council, assistance in fundraising, Food Fair organization, Classroom Helpers' Program and extra curricula activities- Chilwell Art Show, school concerts Sporting events, cross country and athletics.

Our school pledge is recited before singing our National Anthem at each school assembly to reiterate our school values:

*"I am proud of my school and country.
I will care for the environment. I will respect and help others
And try to be the best person I can."*

Policies Relating to Student Engagement Policy

- Homework Policy
- Cyber Smart Policy
- Drug Policy

The Student Engagement Policy is review and updated every two years.

2. [Prevention Statement](#)

Preventative School Culture

Our positive school culture is evident in the active participation of all members of the school community. So they feel valued, safe and secure, they are provided with meaningful opportunities to contribute to the school. Students have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is:

- o Teaching positive behaviours,
 - o Use of logical consequences to address appropriate and inappropriate behaviour,
 - o Immediate action to address and resolve issues with all concerned
 - o Restorative practices help build the capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.
 - o Continued monitoring to ensure a successful resolution has been achieved.
- Proactive programs on parenting on parenting, resilience, etc.

The Chilwell School Council, Leadership team and teachers consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the Student Leadership Team, formulation of classroom protocols through our 'Learning to Learn' program, student voice in curriculum delivery, various student forums and committees. Students have opportunities to contribute to the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning.

To support this, the leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum is clearly understood and engages all students by recognising and responding to their diverse learning needs. Respectful relationships between staff and students are promoted through student committees. Team planning of curriculum and professional learning teams encourages a shared pedagogy, 21 Century Learning, Inquiry Based Learning and Coaching.

Prevention Programs

Attendance

Chilwell understands that full attendance maximises every student's ability to learn and our teacher's ability to teach effectively. Student absences and lateness are recorded on Sentral and followed up. Calls to parents after three consecutive unexplained absences are made by the Principal and communication to parents through the newsletter promotes arriving to school on time and importance of attendance. Chilwell raises parent awareness through the "It's Not Okay To Be Away" strategies. An Attendance Improvement Plan will be initiated where required by classroom teacher, principal and parent/carers.

You Can Do It! Program

Care of our students' emotional and social wellbeing has always been a high priority at Chilwell and the **You Can Do It – Program** is implemented Prep to Grade 6.

The main goal of **You Can Do It** is to equip children with critical life skills and values, presented in a consistent, optimistic, structured manner throughout their Primary school years. It seeks to realise in children the belief in their capacity to positively influence their achievements in all areas of life and to cope with the pressures of growing up by learning and applying the following 5 foundations:

- Confidence
- Persistence
- Organisation
- Getting Along
- Resilience

You Can Do It awards are presented weekly at Assemble. Each term has a different You Can Do It focus. The You Can Do It Committee publish information in the school newsletter and conduct lunchtime activities.

Other Prevention Programs & Strategies utilised at Chilwell include:

- School Annual Implementation Plan Key Improvement Strategies outline goals to improve specific Literacy and Numeracy skills.
- Attitudes to School Survey data is analysed, discussed and actions taken to address issues arising. Targets, Goals and Key Improvement Strategies are documented in Strategic Plan and Annual Implementation Plan.
- Parent Opinion Survey data is analysed, discussed and actions taken to address issues arising. Targets, Goals and Key Improvement Strategies are documented in Strategic Plan and Annual Implementation Plan.

- Individual Learning Improvement Plans are developed for students who require 'extra' assistance to achieve goals. This is developed by classroom teacher and implementation assisted by parent/carer.
- Inclusion, Wellbeing & Transitions - Transitions - Pre School to Prep, Grade to Grade, Students transferring into/out of school, Grade 6 to Year 7, ESL students.
- 'Better Buddy' program – Grade 5 and Prep students.
- School Councillor/Chaplain - social skills program, monitoring identified students referred by teachers, small withdrawal groups developed.
- Specialised programs are run by Chaplain/Councillor as required.
- Intervention Program - Reading Recovery - targeting Grade 1 students 'at risk' in Literacy.
- Catch up Literacy and Numeracy programs to support reading and Numeracy development for identified students in Grades 2-6 based on teacher judgements.
- Integration Program - Integration Aides employed.
- Bully Busters Program - Bullying survey conducted annually, analysed and actions taken where required.
- eSmart accredited School – cybersafety. Whole school awareness.
- Cyber Help Button is available on our School Intranet and accessible to all students. Students have the availability to report students/incidents that are preserved as 'Bullying'. Administration staff takes action when a report is made.
- Parent Participation in their children's education. School provides many opportunities to involve parents in their child's education.
- First Aid - Management of Anaphylaxis, Asthma - First Aide by trained teachers available at all times.
- Teacher Induction Program – New staff, returning staff and staff who are moving to different roles/teams within the school.
- 'Learning To Learn' Program at beginning of year to set positive classroom environment.
- Liaison with Network Consultants - referrals and advice.
- Playground rules reviewed by teachers and students leaders at the beginning of each year.
- Classroom rules/protocols developed in each classroom with collaboration with all students in the class.
- Monitoring students deemed 'at risk' in Literacy and Numeracy through assessment procedures.
- Monitoring list developed, reviewed and updated June and December when needed.
- Teacher 'Handover' of student files/data/information held at the end of the year.

Professional Learning

Teacher Professional Learning is given high priority to ensure current teaching and learning strategies and approaches are implemented with integrity by all teachers. Professional Learning supports our Annual Implementation Plan/Strategic Plan and is resourced in a program budget annually. 2014 Internal Professional Learning will focus on Student Voice and Inquiry Based Learning.

Parent sessions offered- Classroom Helpers Program and how to assist with their child's learning in Literacy and Numeracy, Take Home Reading, Open Days to visit students at work. Parents new to the school receive a Parent Handbook which outlines school procedures and participate in Transition program.

Intensive Literacy and Numeracy

Chilwell has teaching and learning programs in place to support Literacy and Numeracy Prep to Grade 6. These include:

Literacy and Numeracy Coaches/Leaders	Literacy and Numeracy Intervention Programs Reading Recovery – Gr 1. Catch up Literacy – Gr 2-6.
Action Research Team Meetings – fortnightly on identified focuses.	Networks – Literacy & Numeracy.
Literacy and Numeracy Plans - Shared Pedagogy	Individual Learning Improvement Plans/Homework
Support Teachers Prep - Provide intervention and extension programs (based on student numbers).	Assessment Schedules - Literacy/Numeracy

How Chilwell supports positive behaviour and relationships

Chilwell requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through parent-teacher interviews, student centred interviews, phone contact where required, use of student diaries, student reports, Skoolbag App notifications, school newsletter, grade level newsletters, curriculum information sessions, parent library and classroom helpers program. Parents are invited to activities that showcase and celebrate student learning and achievement. Any issues are addressed and resolved through consultation and communication.

Teachers have active participation in yard duty and student supervision and instigate prompt and appropriate follow up to breaches of the school rules.

Students assist in the formation of classroom rules for behaviour and are familiarised with expected playground rules and consequences.

3. Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline 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.

<p>Members of the Chilwell Primary School community have a right to -</p> <ul style="list-style-type: none"> Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion Be treated with respect and dignity. Feel valued, safe and supported in an environment that encourages freedom of thought and expression 		<p>Members of the Chilwell Primary School community have a responsibility to -</p> <ul style="list-style-type: none"> Acknowledge the principles of the <i>Equal Opportunity Act 1995</i> and the <i>Victorian Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community. The Charter reflects four basic principles: Freedom, Respect, Equality and Dignity. Participate and contribute to a learning environment which supports the learning of self and others Ensure their actions and views do not impact on the health and wellbeing of other members of the school community 			
<p>All students have the right to –</p> <ul style="list-style-type: none"> Learn and socialise without interference or intimidation in a safe and secure environment Be treated with respect and fairness as individuals Expect a learning program that meets their individual needs 		<p>All staff have the right to –</p> <ul style="list-style-type: none"> Expect to be able to work in an atmosphere of order and cooperation Use discretion in the application of rules and consequences Receive respect and support from the school community 		<p>All parents have the right to –</p> <ul style="list-style-type: none"> Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. Expect a positive and supportive approach to their child’s learning Expect communication and participation in their child’s education and learning 	
<p>All students have a responsibility to</p> <ul style="list-style-type: none"> be prepared to learn explore their full potential respect the rights of others be positive and reflective 		<p>All staff have a responsibility to</p> <ul style="list-style-type: none"> Build positive relationships with students as a basis for engagement and learning Use and manage the resources of the school to create a stimulating safe and meaningful learning environment. Treat all members of the community with respect, fairness and dignity 		<p>All parents have a responsibility to</p> <ul style="list-style-type: none"> Build positive relationships with members of the school community Ensure students attend school and have the appropriate learning materials Promote respectful relationships Read and respond to communication from school 	

4. Shared Expectations

Chilwell has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive; setting out what is expected and appropriate behaviors for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

The School will:

- o Develop and maintain a partnership between parents, students and teachers which will encourage an environment in which children feel safe and valued and in which any problems which may arise will be readily resolved.
- o Incorporate a total school approach to discipline which recognises teachers’ responsibility towards all students at all times and teachers’ collegiate responsibility to each other.
- o Provide the organisation and process for achieving the above by establishing procedures, implementing policies and support structures within the school.

Our policy is based on the principles of procedural fairness and we do not permit corporal punishment. (*Education and Training Reform Act 2006 Section 4.3.1 (6)*)

Our Vision

Chilwell Primary is a school that prepares students for life. Our students strive to achieve their full potential and are engaged in, and enjoy, their learning. Our staff inspire, engage and nurture students through a dynamic curriculum that supports the academic, social and emotional well-being of each child. Our parents are partners in creating a thriving, learning community.

<p>Students at Chilwell will:</p> <ul style="list-style-type: none"> • Be proactive learners who strive to do their best • Develop as independent learners, setting challenging learning goals • Develop confidence and resilience so they are able to meet their social responsibilities at school and within the community • Enjoy their school experience 	<p>Staff at Chilwell:</p> <ul style="list-style-type: none"> • Are skilled, dedicated and adaptable • Place student learning and personal improvement at the centre • Provide engaging, challenging, differentiated learning based on relevant curriculum • Seek to continually improve by being open to new ideas, reflecting and challenging themselves and each other
<p>Parents at Chilwell:</p> <ul style="list-style-type: none"> • Partner with the school to support their child’s education • Are engaged in the school through a variety of opportunities • Are involved in creating a school community we can all be proud of • Value education 	<p>Curriculum at Chilwell will be:</p> <ul style="list-style-type: none"> • Child centred, challenging, engaging and based on modern teaching methods • Based on individual needs • Guided by assessment • Continually reviewed and adapted to remain current

5. Actions and Consequences

Appropriate Behaviour – Positive consequences for meeting shared expectations. Rewarding positive behaviour - Chilwell acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement with the following strategies:

Weekly Assembly Awards and Acknowledgements	Student Reports Written reports June and December. 3-way Interviews.	Newsletters
Leadership opportunities	Positive feedback – correction of work tasks, sticker charts/books, encouragement.	The right to represent the school.

Diary entries	Certificates	Verbal and written praise. Feedback on learning Goal Setting
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Inappropriate Behaviour

When students do not meet shared expectations, a staged response is implemented consistent with the steps and logical consequences outlined below. This is to be implemented to -

- Re-establish significant relationships and understanding of shared expectations.
- Ensure consequences for misbehaviour are relevant and meaningful.
- Foster and develop individual responsibility and empathy and explicit teaching of appropriate behaviour.

Chilwell Primary School Consequences of Inappropriate Behaviour

LEVELS	Examples of inappropriate behaviour	Range of Possible Consequences – Teacher Choose most appropriate consequence
Level 5	<ul style="list-style-type: none"> Repeated level 1-4 behaviour subsequent to ongoing support and behaviour plans. Criminal offence, wilful damage to property/resources/equipment (including laptops and iPads) Major theft (e.g. Laptop/iPad theft) For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> Principal/AP discussion & consequences Suspension or Expulsion from Chilwell Primary School DET Suspension Policy Referral to police Parental interview Payment for damage by family Removal of access to school network and ICT privileges. Record onto Sentral and DET documentation
Level 4	<ul style="list-style-type: none"> Repeated level 1-3 behaviour subsequent to ongoing support and behaviour plans Accessing, storing or transmitting indecent/offensive material (e.g. Sending offensive emails or offensive hard copy mediums) Theft (including identity theft) Bullying/harassment Vandalism or wilful damage to property, resources equipment For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> AP/Principal/Team leader Suspension or Expulsion from Chilwell Primary School DET Suspension Policy Parents notified Note on Student File Parental interview School Community service Payment for damage Removal of access to school network Other consequences to be decided by Prin/AP Record onto Sentral, Complete DET documentation and alert appropriate staff
Level 3	<ul style="list-style-type: none"> Deliberate inappropriate use of resources / facilities / equipment (eg: deleting someone else's folder or work) Continued teasing, harassment or bullying to another student, relational aggression including exclusion and ignoring Ongoing swearing or disrespect to other students or adults. Continuously disobeying a staff member/s instructions/requests Physical harm to another student or adult For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> AP/Principal/Team leader Parental notification and interview Restorative Conversation – Student could negotiate consequence. Sent to Team Leader/AP/Principal Lunchtime detention in Principal's Office Note on Student File and diary Behaviour plan implemented P-1-2's must have a restorative conversation 3-6s must write out what they did wrong 3-6's must talk to their parents about the issue in collaboration with a staff member Record onto Sentral and alert appropriate staff
Level 2	<ul style="list-style-type: none"> Repeated level one offences Swearing Deliberately disobeying a staff members instructions/requests. Reckless and/or dangerous behaviour Interfering with another student's device or personal belongings. Damaging others or school property Physical harm to another student or adult Deliberate teasing or harassment to another student. Regularly disregarding playground boundaries Ongoing Inappropriate classroom behaviour calling out/disrupting the class or other childrens' learning For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> Program leader/Tutorial /Classroom teacher Verbal correction or reminder Phone call to parent/guardian Written or verbal apology Restorative conversation Note in student diary Confiscation of device for the rest of the day after parent notified P-1-2's must turn off their device and the teacher must determine a consequence. 3-6's possible suspension of internet/ ICT 3-6's note in student diary and must be signed by parent/guardian Walk with teacher at lunchtime or playtime Time out in classroom Record onto Sentral and alert appropriate staff
Level 1	<ul style="list-style-type: none"> No wearing a hat in playground between September 1st to April 30th Entering buildings without permission Crossing yellow lines Playing in toilets Eating on the oval Playing unsafe games Not showing respect to peers and all adults Inappropriate classroom behaviour - calling out/disrupting the class or other childrens' learning For inappropriate use of ICT see Cybersafety Policy 	<ul style="list-style-type: none"> Subject teacher/staff member Verbal correction or reminder Move seat in classroom Note in student diary Verbal or written apology Recess or lunchtime discussion with teacher Restorative conversation Child works at table by him/herself P-1-2's must say a verbal apology Must write a written apology and explain issue Sit in shade area near toilet block

PLAYGROUND RULES @ CHILWELL

1. **NO HAT, NO PLAY** Students must wear wide-brimmed school hat when outside from September 1st – April 30th.
2. Junior Adventure Playground is for the use of Grades Prep-3 students. Senior Playground is to be used by Grade 4-6 only. Oval is for odd and even days to match grade levels.
3. Students need permission to come inside at recess and lunchtimes. Students are not to be in a classroom unsupervised.
4. Students are to stay in the school grounds on arrival to school, recess and lunchtime. Teachers are to retrieve balls that go over the fence.
5. The front of the school, Multi-purpose room, sandpits and the courtyard are “quiet” areas – no ball games.
6. The toilet and surrounding area are not play areas. No rebound games to be played on the walls.
7. Ball Games are to be played in a safe manner on the appropriate courts.
8. The oval is for ball kicking games and cricket. No Eating on oval.
9. Everyone is to respect and look after our playground. No climbing trees.
10. The Yellow lines show us the ‘out of bounds’ areas. Students are not to cross these lines.
11. Yard Duty teachers will help you if you need First Aide or you need assistance.
12. Everyone has the right to feel safe in our playground. Games that may prevent this are not to be played ie. Brandy, Poison Ball, British Bulldog.
13. Balls over the fence are to be retrieved by a teacher.
14. Lunch should be eaten in classroom. Teachers supervise students eating lunch.

Yard Duty Areas: Teacher One: Oval and Basketball Court.
 Teacher Two: Netball Court to front of school.

Consequences

See Chilwell Primary School Consequence for Inappropriate Behaviour.

