

STUDENT ENGAGEMENT POLICY

1. SCHOOL PROFILE STATEMENT

Barwon Heads Primary School continues to serve the needs of the Barwon Heads Community as it has for over 125 years. The school has the confidence of the town with nearly 100% of kindergarten students moving on to the primary school. The school promotes integrity, lifelong learning and attainment of excellence.

Staff are fully committed to the development of the learner and themselves through professional growth and continued improvement.

Our **core purpose** is to provide the Barwon Heads community with a comprehensive primary education for all students that empowers them, to reach their full academic, social and physical potential, thus providing them with **'A bridge to the future.'** The Positive Education Program assists students to recognize and build character strengths that contribute to their personal positive development and the positive development of their peers, underpinning the wellbeing of the school community.

Our **mission** is to equip our students for the future through the provision of:

- High expectations
- Positive attitudes
- Diverse opportunities
- An organizational culture of student safety and wellbeing

At Barwon Heads our community **values**:-

- Respect of self, others and property;
- The provision of a safe and secure environment, underpinned by the school staff, student's and parent's rights and responsibilities;
- The provision of a co-operative and friendly environment where students share the responsibility for their own learning, behaviour and health, encouraging the development of character strengths;
- The importance of literacy and numeracy skills;
- The promotion of an environmentally sustainable community;
- A positive home-school partnership
- The promotion of responsible use of technological devices as per the ICT acceptable users policy and F-3 Promise.

2. STUDENT ENGAGEMENT

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- **Behavioural** engagement - a student's participation in education, including academic, social and extracurricular activities of the school.

- **Emotional** engagement – a student’s emotional reactions in the classroom and in the school, a sense of belonging and connectedness.
- **Cognitive** engagement – a student’s investment in learning and their intrinsic motivation and self-regulation.

The Positive Education Framework enhances Student Engagement as follows:

| Starfish Model Elements | Positive Education Framework | | |
|-------------------------|------------------------------|----------------------|-------------------------|
| Positive Emotion | Social Intelligence | Emotional Literacy, | Resilience |
| Engagement | Differentiated Learning | Success Criteria | Visible Learning, Flow, |
| Relationships | Rights Responsibilities | Restorative Practice | Encouragement, Feedback |
| Mindfulness | Respect, | Emotional regulation | Cognitive Focus, |
| Accomplishment | Organisation, | Growth Mindset, | Goal Setting |

3. RATIONALE:

The Engagement Policy articulates Barwon Heads Primary School’s promotion of Positive Education based on the development of Character Strengths through the Starfish Model. Positive Education is defined as “education for both traditional academic skills and the skills that foster wellbeing”.

Engagement, Mindfulness, Relationships, Positive Emotion and Accomplishment are the elements that promote a flourishing school community towards fulfilment and happiness. A positive school culture enhances student’s wellbeing, providing meaningful opportunities to contribute to the school and effectively engage with their learning. Engaged students, staff and parents ensure the best educational outcomes.



4. IMPLEMENTATION:

Positive Education Framework

In addition to the core elements of our model, students are immersed in lessons and sessions based upon 24 character strengths. Teachers provide activities, which specifically teach the values and core meaning of a different strength each week. Students who have demonstrated the weekly strength during the week are awarded at assembly.

As students, parents and teachers, we are all responsible for the wellbeing of all our school community.

Barwon Heads Primary School
Student Pledge

As a student of Barwon Heads,
I am considerate of others,
I am responsible for my own actions.
I recognize and build character strengths
in myself and others,
I will respect my environment,
take pride in my work –
and have fun while I learn.

5. RIGHTS AND SHARED EXPECTATIONS

At Barwon Heads Primary School we actively promote the ideals of Freedom, Respect, Equality and Dignity stated in the Charter of Human Rights. 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.

With rights come responsibilities. As such, all members of the school community including, School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights of other people.

| PRINCIPLE | RIGHT | EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will... | EXPECTATIONS of STUDENTS The student will... | EXPECTATIONS of PARENT/CARER The parent/carer will... |
|------------------|---|---|---|---|
| FREEDOM | The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression | Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning | Respect their environment, listen to their peers and tolerate others thoughts and attitudes | Understand the requirements of a school, playground and classroom environment as 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 and learning of all and contributes to a positive school environment that is safe, inclusive and happy | Contribute to and support school in recommendations for the best use of school and community resources in tailoring individual programs to address a child's needs. |
| | | | | |
| RESPECT | 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 teachers efforts Work with the school to improve interactions |
| | The right to value, celebrate and | Be aware of the social, cultural and religious | Recognize social similarities and differences | Support the school's efforts to educate young people to live |

| | | | | |
|-----------------|--|--|---|---|
| | acknowledge cultural rights and diversity | backgrounds of the students they teach, and treat students equitably | and respect the right for those to be expressed | in a diverse world by promoting an 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 |
| | | | | |
| EQUALITY | 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 their 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 their learning | 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 and supporting them |
| | | | | |
| DIGNITY | 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 | Provide a loving caring and supportive environment for children at home |
| | The right to be and to 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 Acting in a courteous manner towards others Communicate and respect peers and adults in all areas | Accept and endeavour to understand differences and celebrate them Adhere to school expectations |
| | 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 |

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. Individual classroom rules are developed by students and Teachers during the **Starting Right** Program at the beginning of each year. These are displayed in each classroom.

**Barwon Heads Primary School does not tolerate bullying of any kind.
We actively foster the existence of a
'NO PUT DOWN ZONE'
For further information refer to the Bullying and Misconduct and Misbehaviour Policies.**

Programs implemented at Barwon Heads Primary School to promote engagement.

| Across Whole School | Class Levels | Community / Parent linked |
|---------------------------------------|---------------------------------------|---|
| Positive Education | Leadership Program –Yr 6 | Festival of the Sea |
| Whole school activity days | Choir | Support local activities i.e. Anzac Day |
| Student Referrals (Network) | Assembly presentations | Community garden visits |
| Whole School Assembly | Athletics | Sustainability focus |
| It's Not Okay to be Away. | Swimming Program | Vegetable garden |
| Art Club - Alternative Play | | Travel smart Program |
| Junior School Council | Camping Program | Clean Up Australia Day |
| Excursions | Bike Ed | Classroom Helpers Program |
| Differentiated Curriculum | Reading Recovery | Connect with Friends of the Bluff |
| Sunsmart Program | Yr 4-6 iPad program | Work Experience |
| Integration Support Program | Tournament of the Minds | Parent Information Sessions |
| Active Travel | Debating – Yr 6 | Parent/Teacher Interviews |
| Starting Right / Learning to Learn | Learning spaces conducive to learning | School Fair |
| ICT rich environment – eSMART school. | Sustainability Team | Social/Community Projects |
| Mathletics | Buddy Program Yr Prep & 6 | Sunsmart school |
| Recycling/composting Program | Cross Country | |
| Assembly Awards | Lightning Premiership | |
| Choir | Hoop time Basketball | |
| Life /Drug Education | K-Prep Transition | |
| Indonesian Cultural Days | Yr 6-7 Transition | |
| Book Week | Learning Celebrations | |
| SRI program | Health & Human Relations | |
| Minecraft club | Yr 5 Cricket | |
| Library lunch time | | |
| Chess club | | |
| Snack and lunch clubs | | |

SignedRobyn Booth.....

EVALUATION:

This policy will be reviewed as part of the school's annual review cycle.

This policy was last ratified by school Council: 17th August, 2017

