

Student Engagement Policy

Rationale

Drysedale Primary School recognises that students who are fully engaged with their learning are most likely to achieve their full potential academically and socially in line with our school's vision. The school serves a socially and economically diverse community whose needs and aspirations stretch across a broad range. In comparison with many other areas, there is less cultural diversity. That places a greater duty on Drysedale Primary School to educate our students around the broader diversity they will meet as they travel to and engage with other communities.

Drysedale Primary School Philosophy, Values and Vision

Drysedale Primary School's vision is to be a fully inclusive school providing the highest quality of education for each one of its students in their academic learning, their personal development and the development of their skills in Indonesian, visual art, music, performing arts and sport. Drysedale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.

Drysedale Primary School has identified five core values that we want all members of the school community to demonstrate. We believe this will help us achieve our vision.

- Resilience - We bounce back from challenges.
- Acceptance - We care about each other. We all belong.
- Integrity - We make good choices.
- Success - We always do our best.
- Enjoyment - We have fun.

It is a major goal of the Drysedale Primary School Strategic Plan (2014 to 2017) that "All children feel connected to Drysedale Primary School and are engaged in their school."

Guiding Principles

Drysedale Primary School promotes student engagement and wellbeing through the Kids Matter program and formally teaches personal development through the Bounce Back program.

Drysedale Primary School has a commitment to ensuring the physical, mental and cultural safety, engagement and well-being of all its students.

Drysedale Primary School has a commitment to addressing bullying, including cyber-bullying, and maintaining good order through the following policies:

- Drysedale Primary School Behaviour Management
- Drysedale Primary School ICT Acceptable Use
- DPS Online Incident Reporting

Please refer to these policies for specific information about the school's approaches and requirements.

Drysedale Primary School does not allow or practice the use of corporal punishment.

Drysedale Primary School staff hold a Duty of Care for all students whenever and wherever a teacher-student relationship exists. This extends to activities held on the school's site as well as any that take place in other locations irrespective of whether these happen within or outside normal school hours.

All students have the right to be treated with dignity and respect regardless of age, gender, disability, cultural identity or background. All students have a responsibility to uphold the school's values and to ensure the safety of all other members of the school's community.

All staff have the right to be treated with dignity and respect regardless of age, gender, disability, cultural identity or background. All staff have a responsibility to uphold the school's values and to ensure the safety of all other members of the school's community. All staff have a responsibility to uphold the values of the Department for Education and Training and to work within the Codes of Conduct defined by Drysedale Primary School, The Victorian Institute of teaching and the Department for Education and Training (Ministerial Order 199).

All parents have the right to be treated with dignity and respect regardless of age, gender, disability, cultural identity or background. All parents have a responsibility to uphold the school's values and to ensure the safety of all other members of the school's community when within the school's premises or engaged in an activity related to Drysedale Primary School e.g. the school's market.

Engagement Strategies

Drysedale Primary School uses a range of strategies to secure and increase the engagement of all students. The school uses the eight Principles for Health and Wellbeing provided by the Department for Education and Training (April 2014) to inform the choice of strategies.

Principle 1 – Maximise access and inclusion

Quality universal services for all, with extra effort directed to ensuring education and health and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

Health, learning, development and wellbeing outcomes are the focus when designing, delivering, evaluating and improving education and health and wellbeing services.

Principle 3 – Evidence-informed and reflective practice

Current and relevant evidence known to be effective in improving outcomes informs policy making and professional practice. Research and evaluation is undertaken to generate evidence and enable effective and reflective practice.

Principle 4 – Holistic approach

Collaboration between services and multidisciplinary professional practice is pursued to meet the needs of children, young people and families and their health, wellbeing and learning goals.

Principle 5 – Person-centred and family sensitive practice

People are seen in the context of their families and environment and are supported and empowered to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

Partnerships are forged with children, young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

Principle 7 – Cultural competence

Effort is made to understand and effectively communicate with people across cultures and to recognise one's own world view. Cultural connection is recognised as playing an integral part in healthy development and wellbeing.

Principle 8 – Commitment to excellence

High expectations are held for every child and young person. Professionals continually assess their own work practices to find opportunities for improvement.

Universal Engagement Strategies for all students include:

- A personalised learning approach to curriculum teaching. This bases the specific learning for each student on their prior learning and the next step they personally need to learn to make progress. This is supported by a detailed assessment record stored on the Sentral Continuum Tracker and teachers' planning that details the range of content descriptors to be taught within a unit of work.
- Differentiated teaching of Content Descriptors and the school-created sub divisions of these into I Can statements.
- School House based activities – sport, cross age celebration events.
- Kids Matter events – to promote engagement and involvement with different groups of children.

Targeted Engagement Strategies for selected groups of students include:

- Life Skills sessions for children who need to develop different social skills
- Language Support groups for students who are struggling with early language acquisition
- Lunchtime clubs e.g. gardening, yoga, lego for students who find it hard to make friends

Individual Engagement Strategies for specific students include:

- ILIPs (Individual Learning Improvement Plans), KELPs (Koorie Education Learning Plans), and/or Individual Behaviour Management Plans are written for students with specific and individual needs.

- One to one support sessions with the Assistant Principal (Inclusion) or one of the school's two inclusion support teachers for children who had needs outside the range that a class teacher can reasonably be expected to accommodate.
- Welfare plans and attendance plans for children with specific well-being and / or attendance issues.

Review and Evaluation

This policy will be reviewed annually in term 4 following release of the full Attitudes to School survey data by the Education and Policy committee of the School Council guided by the Assistant Principal (Inclusion) with recommendations for amendment to be agreed by the full School Council.

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