

Hamlyn Banks Primary School

Student Engagement Policy

2.2.1 School Profile Statement

Hamlyn Banks Primary School is located on the Western edge of Geelong in the suburb of Hamlyn Heights. Enrolment has been stable at around 380 over the past few years.

The school offers a comprehensive educational program across all year levels. Our staff is committed to ongoing development and professional growth. Facilities include 16 dedicated learning spaces, Visual and Performing Arts spaces, Library and Multi Purpose Rooms. All learning spaces make effective use of computers across the curriculum. Students in year 5 and 6 have access to a one-to-one netbook program. In 2012 the senior school area was refurbished to create flexible learning spaces and promote better utilization of the area.

Outdoor facilities include an oval with football and soccer goals, netball and basketball courts, an undercover sandpit and three areas with playground equipment.

Lunchtime activities offered on various days include indoor games, walking group, construction and library. During recesses our students with ASD may attend a withdrawal area called the Recess Club.

There are eleven students on the *Program for Students with Disabilities (PSD)*, mainly in the ASD (Autism Spectrum Disorder) category. A school coordinator oversees this program with five Education Support Staff (ESS) being employed. ESS support in classrooms as well as implementing a Life Skills Program and supervising various recess programs. A dedicated ESS is employed to implement the Language Support Program overseen by the School Speech Pathologist.

Student Leadership includes four School Captains, House and Vice-captains, Junior School Council and Social Service. These students are all elected by their peers.

There is a wide range of socio-economic status amongst our families. The percentage of students from diverse racial and ethnic backgrounds is low with very few ESL students being enrolled. Our school has a strong reputation in our local community for its positive sense of community. We have a supportive school community with effective levels of parent participation.

Restorative Practice is a major focus at Hamlyn Banks when dealing with major issues and all staff have been trained in this procedure. The You Can Do It Program is also an important aspect, with the foundations of Confidence, Getting Along, Persistence and Organisation being an ongoing theme throughout all year levels. Staff continue to look for ways to improve student behaviour and address issues of bullying so that students can feel safe at school.

Attendance is an area for improvement in our Strategic Plan with the focus mainly targeted on individual cases of high absenteeism. The school works closely with outside community agencies to support families in getting their children to school.

Transition between year levels is another area for improvement and an Action Plan is in place to assist students and parents to be more comfortable and confident about changes at the end of each year.

Enrichment programs are offered in the areas of Debating, Geelong College Challenge, Swimming, Melody Moments Performance Group, Athletics, Netball, Bike Education, Student Leadership and Personal Development and Social Service.

2.2.2 Whole School Prevention Statement

The following shared vision has been developed in consultation with the School Community:

Hamlyn Banks Vision

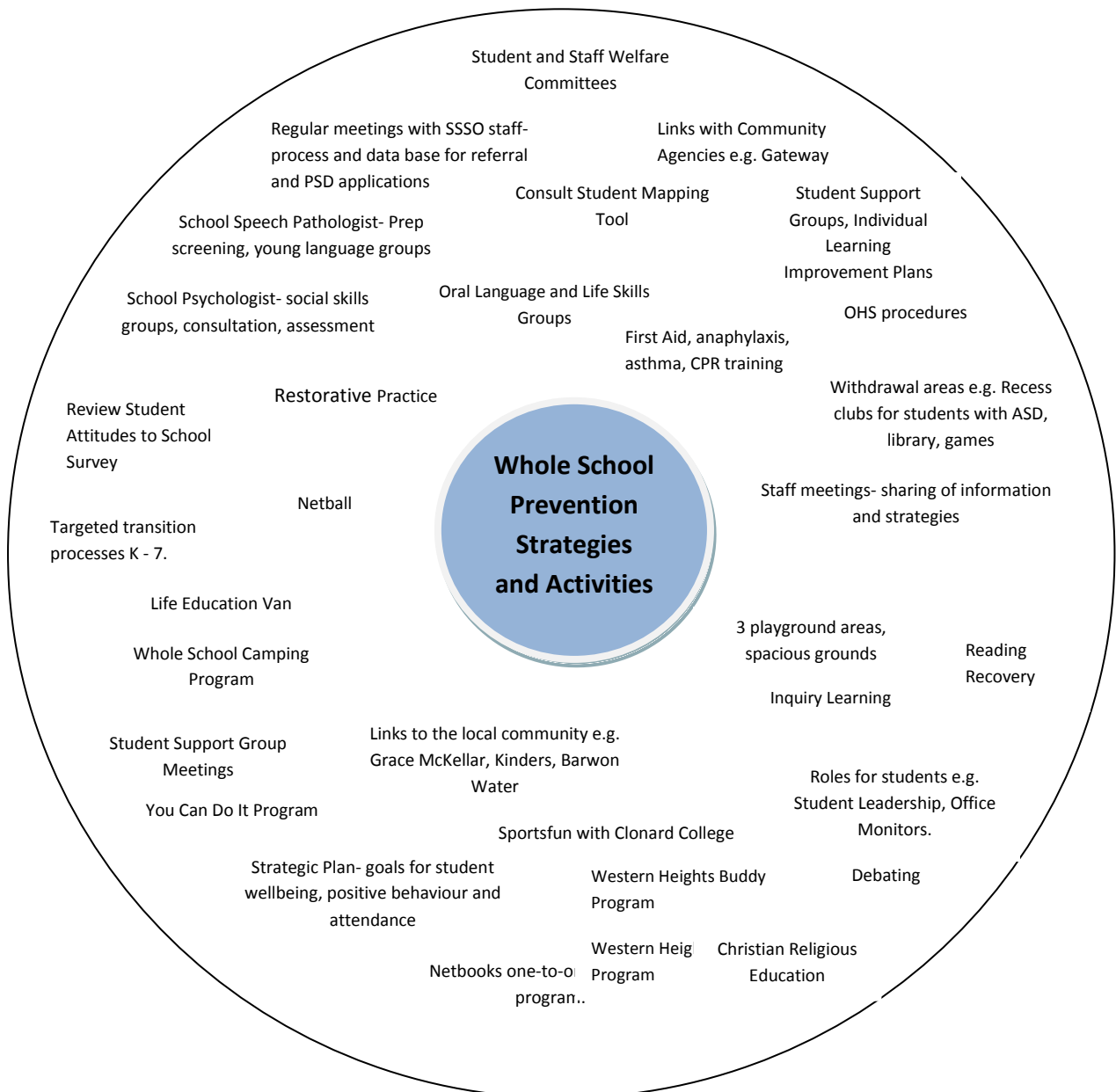
Hamlyn Banks is a dynamic community committed to developing lifelong learners.

The school community has high expectations and supports students in becoming successful learners.

We acknowledge and promote a strong partnership between home and school in the learning process.

We provide the best possible opportunities for our school community to develop socially, emotionally, morally, physically and intellectually.

The Hamlyn Banks school community actively seeks to identify students at risk and develop strategies to support their learning and well-being.



2.2.3 Rights and Responsibilities- Expectations for School Community Members

The following Rights, Responsibilities and Shared Expectations have the following legislation as their basis:

- The Victorian Charter of Human Rights;
- The Disability Discrimination Act;
- The Equal Opportunity Act; and
- The Education and Training Reform Act.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Every student has the right to be free from all types of bullying behaviours, including cyber bullying.

<p style="text-align: center;">Students</p> <ul style="list-style-type: none"> • Participate in learning tasks • Respect others • Complete tasks • Take personal Responsibility • Respect property • Develop independence e.g. .diaries, notes • Follow classroom and school rules • Contribute to curriculum • Be a role model for younger students • Work restoratively • Adhere to the Acceptable use of internet and netbook policies. • Use technology safely • Immediately report concerns of online stranger/danger to adults. • Be respectful when using social networking or sending, producing or forwarding digital media. 	<p style="text-align: center;">Staff</p> <ul style="list-style-type: none"> • Be Calm and Consistent • Speak respectfully • Listen • Take on a fair share of roles • Show a caring and compassionate approach • Be motivated • Provide safe and attractive environment • Outline clear expectations • Enter YD incident reports • Record all incidents of bullying or inappropriate behaviour. • Discuss and act on bullying • Be approachable to parents, students and staff • Cater for all students • Differentiate curriculum • Know students • Communicate effectively • Establish rules with students through the <i>Starting Right</i> program • Undertake the <i>You Can Do It</i> Program • Work Restoratively • Supervise internet use. • Adhere to the DEECD Acceptable use policy. • Specifically teach safe use of technology. • Induct new students
<p style="text-align: center;">Parents</p> <ul style="list-style-type: none"> • Ensure punctuality of students • Ensure Attendance • Be supportive of students and staff • Provide support at home e.g. homework • Ensure basic needs - sleep, food, hygiene, promote active play • Communicate e.g. via diary • Follow protocol for issues e.g. making appointments • Engage in partnerships • Supervise internet use • Diary notes for appointments • Be aware of internet safety • Report bullying or unacceptable behaviour. 	<p style="text-align: center;">Leadership</p> <ul style="list-style-type: none"> • Provide an adequate budget • Conduct bullying survey (twice per year) • Provide a safe environment • Communicate effectively • Be approachable • Check Yard Duty Folders • Provision of Professional Development • Support the <i>Starting Right Program</i> • Undertake Education re bullying • Support staff, parents and students • Make referrals to outside agencies • Work restoratively • Liaise with SSSO staff • Follow up reports of bullying or unacceptable behaviour. • Induct new staff

2.2.5 School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

The focus will be on preventative action and clear expectations for all members of the school community (see 2.2.4 and 2.2.5). Positive behaviours will be supported by relationship-based whole-school and classroom practices

Student Engagement and Behaviour

1. All staff will be responsible for the identification of students at risk of disengagement from learning. Strategies for supporting students to be discussed in professional learning teams. Students needing intervention will be referred to the Leadership team.
2. Regular meetings with SSSO staff (Student Support Service Officers) will ensure all students are engaged with relevant action plans.
3. The Student Mapping Tool will be consulted to assist in identification of at risk students.
4. A PSD (Program for Students with a Disability) coordinator will be appointed to oversee identification, assessment and Student Support Groups.
5. The Student Welfare Committee will meet regularly to discuss whole school and individual responses.
6. Restorative Practice will be the preferred method for dealing with issues.
7. All teachers and ESS (Education Support Staff) will undergo training in Restorative Practice.
8. Consistent school-wide and classroom consequences for problem behaviours will be agreed upon.
9. Scripts will be displayed in all classrooms and in Yard Duty Folders.
10. Thinking Spots will be allocated in all classrooms.
11. Student leadership and responsibilities will be encouraged.
- 12.** Discussion to be held in all classrooms around how it will look and feel if ***“I am safe. I am respectful. I am a learner.”***
- 13.** A record of Yard Duty and bullying Incidents will be kept.

Targeted Individual Response

1. Staff will use restorative language, where appropriate, when addressing the choices students make.
2. A student's individual behaviour will be tracked and parents contacted where necessary.
3. Serious incidents or students who are unable to work restoratively will be directed to the Principal or Assistant Principal.
4. If a student cannot work restoratively or has repeated difficult behaviours, a behaviour management plan will be developed and implemented by the Student Support Group.
5. Student discipline procedures for suspension and expulsion will be implemented by the Principal where deemed necessary.

Attendance

1. Parents will be required to provide a written note or return a completed absence form to the school explaining why an absence has occurred.
2. All student absences will be recorded in both the morning and the afternoon by teachers, aggregated on our CASES 21 database and communicated to the Department of Education and Training.
3. Students will be marked as late in the roll if they arrive at school after 9.00am.
4. Class Teachers have a responsibility to pursue absence notices and complete records in the class roll.

5. The Principal or designated staff member will monitor absences through CASES 21 data. All unapproved absences will be followed up with CASES21 absence proformas.
6. The classroom teacher in the first instance and then where necessary the Principal will contact parents of students with unexplained or unapproved absences, with the view to developing and implementing strategies to minimize absences.
7. Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance meeting arranged between the school, the parent, a parent advocate where required and North Network or Regional staff.
8. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
9. Student attendance and absence figures will appear on student half year and end of year reports.
10. Families taking long term holidays (more than two weeks) will be required to discuss plans for ongoing education with the Principal and class teacher.
11. Positive reinforcement for high regular attendance will be encouraged.
12. The absence policy will be sent home annually and displayed on the school's website.
13. A proforma will be available for parents to complete for absences, late arrivals and students leaving school early.
14. The Schools Annual Implementation Plan contains attendance targets for our school. Current targets aim to reduce absence rates to below 11 days per year per student.

I am safe.

I am respectful.

I am a learner.