

# Student Engagement

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## **1.0 School profile statement**

Cheltenham East Primary School (CEPS) is situated in a quiet pocket of residential Cheltenham. The school has been steadily increasing in enrolments and has an enrolment of over 400 students. Ongoing refurbishment to the school has provided our growing school population with flexible attractive work spaces, to facilitate student learning in a safe and stimulating learning environment.

Our students actively participate in a wide range of specialist and extra-curricular programs that provide for great diversity and provide opportunity for students to excel. We have specialist teachers in Art, Library, LOTE (Italian), Physical Education and Music, with private instrumental tuition available. Our strong results are due to an enthusiastic, dedicated staff who provide a stimulating environment for our students who are continually encouraged and challenged to uphold our school motto of “Aim High”. Our school values Respect, Resilience, Co-operation and Responsibility are inherent across the AusVELS based curriculum, driven by our “CEPS Kids are Friendly Kids” program. CEPS recognises the importance of partnership between the whole school community. Our parent community is most supportive of our school and they are encouraged and welcomed to participate in all aspects of school life.

## **2.0 Whole school prevention statement**

CEPS aims to develop independent, lifelong learners who are well equipped to meet the challenges of an ever-changing world. The school curriculum is developed to engage all students through understanding and responding to the diversity of the wider school community. In an environment when diversity is recognised students will excel and realise their potential in a safe, caring and supportive environment which encourages a positive attitude to learning.

Staff and students develop a clear set of shared expectations and reasonable consequences to promote our positive school culture. Through the active participation of staff and students, a consistent approach to discipline is provided where time and effort is spent on reinforcing positive behaviours and attitudes to learning.

### PREVENTION PROGRAMS

CEPS has a number of quality programs in place that have contributed to positive wellbeing and engagement as reflected in the Attitudes to School Survey.

#### School Attendance

CEPS recognises the importance of regular attendance to school. Through regular attendance students are able to actively participate in the learning process and be supported in their academic and social development. An attendance roll is kept and updated daily. The roll tracks and monitors students’ attendance and absences.

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Our data collection displays that CEPS is consistently above the state mean in attending school on a regular basis.

## eSmart

CEPS has registered as an eSmart school. The eSmart framework promotes students, teachers, and the wider school community to use digital technologies in a smart, safe and responsible way. The eSmart framework is an initiative of The Alannah and Madeleine Foundation in partnership with the Department of Education and Early Childhood Development, committed to protecting children from violence.

## Student Pathways and Transition

CEPS has an active transition program to support the student's entry and exit from one educational setting to another.

The 'Foundation Friends' program (formerly known as 'Step into Prep) provided by our school in the student's final year of Kindergarten has proved a valuable program for students, parents and teachers. Kindergarten students and their families are invited to attend activities at our school to familiarise themselves with the environment and staff and wider school community. Local networking between our teaching staff and other Early Learning facilitators has provided the school with greater communication resulting in a program which best suits and caters for the student needs.

To assist the Year 6 students exiting our school, a transition program has been established with our local secondary school, Cheltenham Secondary College. The students have an orientation program with Cheltenham Secondary College late in their final primary school year where social days and tours are organised. Year 6 and Year 7 teachers and professionals across the region are in contact throughout the year and information is communicated about each student to the secondary school to further assist in their transition. Throughout the school year, our senior students participate in an Inter-School Sport tournament in which they compete regularly in a sporting field with students from other schools. The benefit from this regular contact with other students has been instrumental in creating opportunities for social interaction and forging new friendships.

New students and families are welcomed to the school by their teacher and the Principal to ensure their smooth transition to CEPS. New families are provided with an *Induction Pack* and students are given a tour of the school to point out important locations and introduce them to staff members.



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## CEPS Kids are Friendly Kids

CEPS Kids are Friendly Kids is a program that has been specifically created to develop our students' social, emotional and behavioural wellbeing. The program is underpinned by our school values of *Courtesy, Respect, Co-operation* and *Responsibility*. A specific value is focused on each term, and a weekly skill promoting the value is practised and discussed by all students in a consistent and age appropriate level.

The CEPS Kids are Friendly Kids program has been created in connection to the You Can Do It! Education Initiative.

## Student Leadership Roles and Responsibilities

Student voice is encouraged through participation in the Junior School Council, and student leadership roles. The formulation of classroom protocols, various student forums and educational decision making committees including School Council, ensure that all members have a voice. Students have multiple opportunities to input into 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.

## Stride Foundation - Peer Mediation

Stride is a non-profitable organisation with 25 years history to improve the physical, mental and social wellbeing of young people. CEPS staff have taken part in professional training that has equipped them to facilitate this program. Each year, a selection of Year 5 students will be trained to take on this responsibility. The program is aimed to contribute to the prevention of bullying by providing a school environment that is safe, caring and supportive.

## Professional Learning

CEPS is committed to providing staff with professional development opportunities to build their teaching capacity and provide a high quality approach to teaching and learning. Our school has established Professional Learning Teams in the areas of Literacy, Numeracy, Student Wellbeing, and Inquiry. The leaders of these teams work with their group to develop skills, provide mentoring, professional development, resources and set an agenda that contribute to providing a safe and effective learning environment.

## Extra-Curricular Activities that Support Student Engagement and Connectedness

### ➤ School Camps

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- Bike Education
- Concerts & Wakakirri
- Chess
- Swimming
- PMP

## 3.0 **Rights and Responsibilities**

To create and maintain a happy, safe and caring environment at CEPS, we need to know our rights and responsibilities.

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.

The Disability Standards for Education Act 2005 clarifies and makes more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

All students at CEPS have the right to feel safe from bullying behaviour, which includes verbal/emotional, physical and cyber bullying.

### Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.



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Bullying behaviour can be:

- **verbal** (name calling, teasing, abuse, putdowns, sarcasm, insults, threats)
- **physical** (hitting, punching, kicking, scratching, tripping, spitting)
- **social** (ignoring, excluding, ostracising, alienating, making inappropriate gestures)
- **psychological** (spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones)

Conflict or fights between equals and single incidents are not defined as bullying.

Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

All members of the CEPS community have a right to:

- Fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-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

All members of the CEPS community have a responsibility to:

- Acknowledge their obligations under the Equal Opportunity Act 2010 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community
- Participate and contribute to a learning environment that supports the learning of self and others
- Ensure their actions and views do not have a negative impact on the health and wellbeing of other members of the school community

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<p>All students have the right to:</p> <ul style="list-style-type: none"> <li>• Learn and socialise without interference or intimidation in a safe and secure environment</li> <li>• Be treated with respect and fairness as individuals</li> <li>• Expect a learning program that meets their individual needs</li> </ul>	<p>All staff have the right to:</p> <ul style="list-style-type: none"> <li>• Expect to be able to work in an atmosphere of order and cooperation</li> <li>• Use discretion in the application of rules and consequences</li> <li>• Receive respect and support from the school community</li> </ul>	<p>All parents have the right to:</p> <ul style="list-style-type: none"> <li>• Know that their children are in a safe, supportive learning environment where they are treated fairly and with respect.</li> <li>• Expect a positive and supportive approach to their child's learning</li> <li>• Expect communication and participation both in their child's education and behaviour</li> </ul>
<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Be prepared to learn</li> <li>• Explore their full potential</li> <li>• Respect the rights of others</li> </ul>	<p>All staff have a responsibility to</p> <ul style="list-style-type: none"> <li>• Build positive relationships with students as basis for engagement and learning</li> <li>• Use and manage the resources of the school to create stimulating, safe and purposeful learning</li> <li>• Treat all members of the school community with respect, fairness and dignity</li> </ul>	<p>All parents have a responsibility to</p> <ul style="list-style-type: none"> <li>• Build positive relationships with members of the school community</li> <li>• Ensure students attend school and have the appropriate learning materials and uniform</li> <li>• Promote respectful relationships</li> </ul>

#### **4.0 Shared expectations – school, parents/carers, students**

CEPS has developed shared expectations to ensure that the learning, safety and the rights of all are respected. The expectations are intended to be positive in that they set out what are accepted and appropriate behaviours for our community. Parents, students and staff have contributed to the development of these shared expectations.

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These expectations are embedded in our school's social skills program 'CEPS Kids are Friendly Kids' where the values *Courtesy, Respect, Co-operation* and *Responsibility* are emphasised.

## **Expectations - Staff**

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The CEPS leadership team will:

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Collaborate with the CEPS community to develop policies and procedures consistent with its values and expectations and the DEECD's Guidelines.
- Identify the diversity of the school community and deliver teaching and learning experiences, facilities, student services and community linkages which are inclusive and responsive to student needs.

The CEPS Teachers will:

- Develop flexible pedagogical styles to engage learners
- Deliver curriculum and assessment that meets individual students needs and challenges and extends students learning as appropriate
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and hence, maximise learning opportunities and achievement
- Provide opportunities for student voice by developing a positive school culture within and outside of the classroom.

### **Attendance**

In compliance with DEECD procedures CEPS staff will:

- promote regular attendance with all members of the school community
- communicate clearly the process for notification of student absence
- monitor and follow up on absences



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## **Behaviour**

CEPS will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering cohesive responses to behavioural issues. All members of the school community are expected to participate in the educational environment with enthusiasm and mutual respect. The school is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

## **Expectations - Student**

All CEPS students are expected to:

- respect the rights of others and value and learn from the differences of others
- have high expectations that they can learn
- be prepared to learn and reflect on their learning
- wear full school uniform

## **Attendance**

All students are expected to come to school every day that the school is open to students. If students can't attend, an explanation from their parent/carers must be provided by contacting the school. Students should arrive at each class on time and be ready to learn.

## **Behaviour**

Students are expected to:

- Support each other's learning by behaving in a way that is courteous and respectful
- Have high expectations that they can learn
- Be considerate and supportive of others
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language, inappropriate use of technology and disrupting the learning of other students is unacceptable

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## Expectations – Parents/Carers

### **Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at information evenings, student- parent-teacher meetings, student activities, celebrations, student support groups and responding to communications in a timely manner

### **Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, they advise the school prior to or on the day of the absence. Students should also bring a written, signed note to their teacher on the day they return to school. Parents should support their children in arriving at each class on time and ready to learn.

### **Behaviour**

Parents/carers are expected to:

- Understand the school's behavioural expectations
- Promote a consistent approach that supports their child's learning, engagement and endeavours both in and out of school
- Be aware of the risks associated with the use of ICT and monitor accordingly
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy

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## 5.0 School actions and consequences

At CEPS, student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school and classroom practices including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and wholeschool expectations
- providing personalised learning programs
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing school-wide positive and educative behaviour support strategies.

Appropriate behaviours displayed by students that meet the school expectations outlined in this policy will be recognised and encouraged through:

- Celebration assemblies with focus on Academic, Sporting or Citizenship excellence
- Student reports
- Special mention in school newsletters
- Leadership opportunities
- Displays of work around the school
- Awards night

Inappropriate behaviours, including irregular attendance, can be responded to through a staged response that has a prevention and early intervention including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

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Broader support strategies include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

CEPS has a clear set of expectations and consequences to support positive behaviours and interactions with all of our school community

## **Corporal Punishment is not permitted at Cheltenham East PS**

Shared Classroom Expectations	Consequences (Staged Response)
To attend school on a regular basis and arrive on time	When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below; <ul style="list-style-type: none"> <li>• Talking to the student and referring them to the shared expectations of the school.</li> <li>• <i>Explicit Teaching</i> of appropriate behaviours</li> <li>• Reaching an agreement for future behaviours</li> <li>• Repeated inappropriate behaviours documented in 'Incident Book'</li> <li>• Contact parents</li> <li>• Apology verbal or written and/or action to repair harm</li> </ul>
To wear a full school uniform	
To treat others with respect and courtesy	
To have high expectations and trying ones best	
To support classmates/teachers efforts	
To behaviour in way that supports the wellbeing and learning for all	
To contribute to a positive school environment that is safe, inclusive and happy	



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To acknowledge that any form of bullying, violence, property damage, inappropriate language, inappropriate use of technology and disrupting the learning of other students is unacceptable	<ul style="list-style-type: none"> <li>• Withdrawal from class temporarily/ activity</li> <li>• Hold Student Support Group meeting</li> <li>• Involve necessary support agencies e.g. counselling</li> <li>• Negotiate alternative pathways or settings for the student</li> </ul>
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<b>Shared Playground Expectations</b>	<b>Consequences (Staged Response)</b>
To remain within the school grounds unless under the supervision of a teacher or parent	When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below; <ul style="list-style-type: none"> <li>• Teacher/student discussion</li> <li>• Inappropriate behaviour documented on 'Reflection Room Notification' form</li> <li>• Student to attend reflection room for a period of 30 minutes, in which they are to reflect upon inappropriate behaviour</li> <li>• Notice home to parents</li> <li>• Apology verbal or written and/or action to repair harm</li> <li>• Hold Student Support Group meeting</li> <li>• Involve necessary support agencies e.g. counselling</li> <li>• Negotiate alternative pathways or settings for the student</li> </ul>
To play safely within the school grounds; <ul style="list-style-type: none"> <li>- Include others and play fairly</li> <li>- Tackling and rough behaviour is not permitted</li> <li>- Ball games are to be played away from buildings</li> <li>- Only walk around play equipment and corners of building</li> <li>- Only attend garden beds with adult supervision</li> </ul>	
To acknowledge that any form of bullying, violence, property damage or inappropriate language is unacceptable	
To wear a hat when outside during Term 1 and 4	
To eat in the designated area (eating area) and place litter in the bins provided	
To only enter the buildings with teacher permission	

*Suspension & Expulsion* – for serious disciplinary measures we would follow DEECD “Effective Schools are Engaging Schools: Student Engagement Policy Guidelines”

## 6.0 Evaluation

This policy will be reviewed as part of the School’s three year policy cycle.

## 7.0 End of Document