

Bellbrae Primary School

50 School Road
Bellbrae, 3228
Victoria

(03) 5261 2660

bellbrae.ps@edumail.vic.gov.au



Policy ratified by
School Council

December 2016

Student Engagement

A. BELLBRAE PS STUDENT ENGAGEMENT PURPOSE

To provide a supportive, co-ordinated and consistent approach to the education and wellbeing of children and young people enrolled in our school.

B. SCHOOL PROFILE STATEMENT

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B. SCHOOL PROFILE STATEMENT

Established in 1861, Bellbrae Primary School offers an outstanding education to its children. We believe in a set of core values that shape the culture and philosophy of our school, underpinning all learning programs, school organisation and teaching practices. Our school vision focusses on creating a community of critical thinkers and innovative learners.

We offer our students, staff and families a strong sense of community and belonging, enabling our students to develop and grow in a unique environment that is enjoyable, supportive, relevant and able to offer challenges that empower students to be life-long learners and analytical problem solvers.

At Bellbrae PS we offer a great deal more than just a basic education. Our students enjoy a wide range of opportunities and enrichment activities that are regularly offered. These may include: debating, Tournament of Minds, The Geelong College Challenge, Swimming programs that are both pool and beach based dependent on age level, Gymnastics, Athletics, Individual Instrumental Music Tuition, Life Education, Before/ After School Care, Preparation for Puberty, Inter-school Sports, Buddies, Junior School Council, Meals on Wheels, Student Leadership Programs, Lunch time Clubs (dependent on adult volunteers), Junior Red Cross, Camps, Excursions, Visiting Performers and a great deal more opportunities arise on a regular basis. The Physical Education program transcends the 'traditional' approach and has recently included Blue Earth as a component, as well as student participation in activities as diverse as golf clinics, snow ski competition, sailing, lacrosse and spikeball.

A class structure aligned with the Victorian Curriculum levels creates opportunities for students to share their learning with their peers. Whole school theme days, Peer Support Programs and multi-age days are regular occurrences at Bellbrae. The 'Tribes' philosophy, which is based on community agreements, sets a basis for the values and expectations we strive for across our school. This philosophy is complemented by the allocation of students to specific 'House Groups', where certain norms, behaviours and expectations are reinforced.

This is further supported by the Student Welfare Worker and the support that this program offers both students and families.

Explicit expectations are outlined in the Behaviour Management Plan, which all families receive at the beginning of each academic year.

Teaching and learning is influenced by the local and wider community as well D.E.T guidelines. Our entire staff endeavours to provide a challenging and engaging curriculum. This is supported by specialist teachers in Global Learning, Visual Arts, Physical Education, Sustainability and Music.

We also enjoy a close working relationship with our neighbouring schools, and schools in the Colac region, through our involvement in the Barwon-South Network of schools. This network includes primary schools, secondary schools, special schools and a P-12 College. We believe that when a school that is networked with other schools around it can achieve more than a school operating alone. In our local area, we have been very successful at strengthening the links between schools and Kinders, and then working collaboratively together. As well as sharing curriculum initiatives and resources, we also employ a range of specially qualified staff who can provide a range of services to our member schools.

Bellbrae Primary School is a wonderful and unique place to learn where there is a commitment from ALL staff to provide the best learning opportunities for ALL students!

OUR PURPOSE

To offer students, staff and families a strong sense of community and belonging, enabling our students to develop and grow in a unique environment that is enjoyable, supportive and relevant and we try to offer challenges that empower students to be life-long learners and responsible citizens.

Values:

The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves.

The values which form the basis of the actions of the whole school community are:

- Respect.....for each other and our environment
- Responsibility.....for our own actions
- Learningto develop and acquire knowledge, skills, values and attitudes
- Teamwork.....to achieve the best possible outcomes for all
- Confidence.....to approach the new and the familiar to take calculated risks
- Persistence.....to achieve the best we can
- Caring.....for ourselves and others

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The conditions that we believe are most critical to ensuring that these values are achieved include:

- Positive relationships
- High expectations
- A relevant & inclusive curriculum
- Engaged & responsible students
- Quality facilities
- Genuine opportunity and participation
- A supportive & stimulating environment

In our school community these values are demonstrated when:

- Members of the school community show great confidence in one another
- Students, teachers and parents feel that they are treated fairly at all times
- Partnerships between students, staff, parents and the wider community are fostered and valued
- Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated life-long learners
- Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active and responsible citizens
- Diversity is seen as enriching our school and is valued and respected
- Students are expected to take responsibility for their learning and their behaviour
- All students are encouraged to achieve their personal best in all that they do
- Students feel secure when taking challenges
- Success and effort are acknowledged and celebrated
- Individual differences are respected and taken into account

C. BELLBRAE PS Whole School Prevention Statement

This school provides programs, services, information and resources that engage students:

a) By modelling the values of :

Respect.....for each other and our environment

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Responsibility.....for our own actions

Learningto develop and acquire knowledge, skills, values and attitudes

Teamwork.....to achieve the best possible outcomes for all

Confidence.....to approach the new and the familiar to take calculated risks

Persistence.....to achieve the best we can

Caring.....for ourselves and others

- b) By endeavouring to provide a safe and supportive environment in which students can learn and grow;
- c) By encouraging punctual, regular attendance of all students at school; and
- d) By engaging students cognitively, behaviourally and emotionally.
 - Behavioural engagement refers to students' participation in education, including the academic, social and extra-curricular activities of the school.
 - Emotional engagement encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
 - Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self-regulation.

This is supported by the following programs and policies:

Mandatory Reporting	Network Support Staff – SSSO's
Anti-Bullying	Tribes
Health	Puberty Program
Sexual Harassment	Drug Education
Camps	Kidsmatter
Excursions/Incursions	Behaviour Management Plan

These encourage attendance and positive behaviours.

D. RECIPROCAL 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 Four Basic Principles include FREEDOM, RESPECT, EQUALITY and DIGNITY.

At Bellbrae Primary School there is a strong emphasis on procedural fairness in the management of all behavioural issues and a firm commitment by all staff members not to engage in any form of corporal punishment.

E. AGREED RESPONSIBILITIES

With rights come responsibilities. As such, all members of the school community including the 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 for other people.

E. SHARED EXPECTATIONS

PRINCIPLE	RIGHT	PRINCIPAL TEACHERS STAFF EXPECTATIONS	STUDENT EXPECTATIONS	PARENT/CARER EXPECTATIONS
FREEDOM	The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression	Effectively use and manage the materials, resources and physical space of their classroom. Create a stimulating and safe environment for learning; Provide a learning environment that engages and challenges their students	Respect their environment Listen to their peers Tolerate others' thoughts and attitudes	Be kept informed regularly
	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 input into their Individual Learning Plan	To be a part of the three-way learning process (student-teacher-parent)

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	The right to access school and community resources	Plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students	Use the resources provided in the education process. Actively participate in the activities and opportunities.	Support the use of the school and community resources.
RESPECT	The right to learn in an inclusive school community with access to full participation	Develop an understanding of and respect for students as individuals; Be sensitive to the social needs of their students and the way they interact with others; Work effectively with other professionals, parents, carers and members of the broader community;	Give reciprocal respect for all Students to respect the rights of others and be sensitive to difference Actively develop a positive relationship with the teacher Learn and model self-discipline	Reciprocal respect Value opinions Respect teacher's attempts to problem solve and support teachers efforts Work with the school to improve interactions Respect teachers' teaching methods Respect the learning needs of all students in the class
	The right to value, celebrate and acknowledge cultural rights and diversity	Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably	Recognize social similarities and differences and allow for those to be expressed Treat others with understanding	Be open to student exposure to a variety of cultural beliefs
	The right to have support at the point of need	Contribute to the development of school communities that support the learning and wellbeing of both	Accept support when offered Treat others politely and with respect	Work with the school in partnership to provide for their child's needs Show support of the school's processes of

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		students and fellow staff		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 students	Undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge limitations	Support student goals Understand their child's educational goals
	The right to defend or explain your actions	Teachers 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 self-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 in a negative way Understand, value and accept the difference in learning strengths and weaknesses in self and others	Be aware of curriculum modifications and supporting them Work with the teacher to extend their child's strengths and acknowledge their weaknesses Provide the school with information and advice relevant to the student
DIGNITY	The right to be treated with dignity	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	To provide a loving caring and supportive environment for children at home

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	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 Act 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	Respect family and individual confidentiality;	Uphold confidentiality and privacy in a physical and social setting	Uphold confidentiality Ensure privacy in a physical and social setting

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F. SCHOOL ACTIONS and AGREED CONSEQUENCES (see p. 34 of School Engagement Guidelines)

1. Refer to the Bellbrae Primary School *Behaviour Management Plan* (Appendix 1)
2. Serious breaches of school rules may incur some penalty or action, which will be a logical consequence of the inappropriate behaviour.

These may include:

- Suspension procedures - serious and continued breaches of the school rules may lead to suspension procedures following the DET's Student Engagement Guidelines (2009).
- Expulsion procedures - serious and continued breaches of the school rules may lead to expulsion procedures following the DET's Student Engagement Guidelines (2009).
- Students with special needs will require consequences and actions that take into account their unique condition/circumstances.

Evaluation

- This policy will be reviewed and evaluated annually by all staff.

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