Student Engagement Policy 2016

Introduction:

Student engagement can be defined as three interrelated components: cognitive, emotional and behavioural.

Cognitive engagement relates to student’s investment in learning and their core motivation and self-reflection. It is the act or process of knowing, perceiving and remembering.

Emotional engagement encompasses student’s emotional reactions in the classroom and in the school and measures students’ sense of belonging or connectedness to the school.

Behavioural engagement refers to student’s participation in education, including the academic, social and extracurricular activities of the school.

Students are better prepared for learning when they are healthy, safe and happy. Student engagement, therefore, must be the responsibility of all school community members.

Rationale:

The Department of Education and Training (DET) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Gisborne Primary School acknowledges that student wellbeing and student learning outcomes are inextricably linked and is committed to maintaining a positive school culture that is fair, respectful and engages our students in lifelong learning.

The Student Engagement Policy articulates our school community’s shared expectations in the areas of student engagement, attendance and behaviour. The policy supports and articulates the rights and expectations of every member of the school community.

Any situation where a member of the school community feels unsafe at school is not tolerated in Victorian government schools or Gisborne Primary School.

Purpose

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement.
- To provide students with a safe learning environment where the risk of harm to self and others is minimised and students feel emotionally secure.
- To promote and encourage educational achievement and excellence through prevention of absences and reinforcement of positive behaviour.
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated.
- To provide genuine opportunities for student and parent(s)/carer(s) to be heard.
School Profile Statement

Background: Gisborne Primary School caters for students in years Prep – 6. The school’s philosophy is based on the belief that every student has the ability to learn and that this occurs best in a safe, happy and positive environment.

Enrolments: Gisborne Primary School has a current enrolment of 450 pupils. An enrolment ceiling of 450 students is currently in place to ensure the safety and wellbeing of students within the means of school facilities and grounds. The school’s Enrolment Policy is applied to all new enrolments which follows Department of Education and Training (DET) guidelines.

Community background: Our school community is categorised against the Index of Community Socio-Educational Advantage (ICSEA) as being comprised of low levels of disadvantage. Within our population:

- 4% are students with English as Second Language (EAL)
- 4% are students from indigenous background
- 1.8% are students on the Program for Students with Disabilities

Classroom structure: Our school has a mixture of composite and grade level classes which recognise the role of peer support for emotional development, academic learning and modelling. The teaching approach in our school is concerned with the individuals, their abilities, responsibilities and providing our children with a happy, safe and secure learning environment. Our teachers are required to differentiate the curriculum to suit the learning needs of students.

Staffing structure: Gisborne Primary School teaching staff are aligned to a Professional Learning Team (PLT). Each PLT is supported by a PLT Leader who guides the curriculum implementation and student wellbeing within their area. The school principal, assistant principals, teaching and learning coach and PLT leaders form the Guiding Coalition. This team sets the direction for and manages the consistency of teaching and learning practices as well as student wellbeing programs across the school.

Professional Learning Teams (PLT). At Gisborne Primary School continuous improvement in teaching and learning is a priority. We believe that every student has the capacity and right to learn and improve academic results. Our teachers work in PLTs to develop common planning and assessment practices. Student progress is regularly reviewed and this review is guided by the analysis of data and use of DuFour’s key questions:

- What do we want our students to learn?
- How will we know when each student has learnt it?
- How do we respond when students do not learn it?
- How can we extend and enrich the learning for students who have developed proficiency?

Working in PLTs provides ongoing support and training, flexibility and creativity to meet student needs and ensures a personalised curriculum for all students.

School programs

At Gisborne Primary School, we aim to provide teaching and learning opportunities which recognise that:

- Learning develops best when children are actively engaged in their own learning.
- Learning proceeds at many different rates.
- Learning is significantly enhanced within a safe environment.
Positive teacher/learner relationships are critical for effective learning to take place

Specialised programs offered at the school include:

- A comprehensive transition program, including additional transitions for students with special needs or deemed at risk. Gisborne Primary recognises that transition periods (entry into Prep, between grades and Year 6 into secondary settings) can be both exciting and challenging. To address each of these transitions and to minimise their associated stresses, a number of transition programs operate at GPS. This includes working alongside local kindergartens and secondary schools, providing a pre-prep program and a ‘Step-Up’ program towards the end of each year in preparation for the year ahead.
- A strong student leadership program. Students at Gisborne Primary School are encouraged to share their 'voice' through the many leadership opportunities offered. Our School Captains lead school events, assemblies and school tours and represent the school at community events. Other leadership initiatives include Peer Mediation, Junior School Council, House Captains and each classroom is led by two Class Captains (rotated on a termly basis).
- A Better Buddies program between the Year 5/6 students and the Prep students. This program enables younger students to bond more closely with their school and provides older students with an understanding of their responsibility to ‘look out’ for their younger friends.
- Various lunch time programs, including student led sport activities, gardening club, Italian club, computer lab access and Peer Support activities. The aim of these programs is to reduce yard traffic and provide alternate opportunities for students to socialise and feel connected to their school.
- Language Support Program for students with low literacy levels requiring additional support.
- Purple Hand Group which offers a weekly ‘life skills’ framework for students on the disabilities program or requiring additional social and/or academic support.
- Positive Behaviour Program. Students demonstrating our school values of other positive behaviours are recognised through recording positive incidents and celebrating student achievements in this area through assemblies, weekly newsletters and video displays in our admin foyer.
- Individual Learning Plans (ILP) for the top and bottom 10% of academic performers in each classroom. Additional ILPs are formulated to support students with disabilities, indigenous backgrounds, specific behavioural issues and out of home care.
- Health screening for students in year Prep by the school nurse.
- Puberty education sessions for students in years 5 and 6 and parents.
- Access to DET wellbeing specialist such as psychologists, vision and hearing visiting teachers and speech pathologists through a school triage system.

Working in partnerships with families

Gisborne Primary School is committed to continually improving partnerships with our families. Parents are invited to participate in formal posts within the school (for example, School Council) and less formal roles (for example, helping in classrooms, volunteering with sports and camps or school banking).

Information seminars provided by school staff and community experts are offered annually to support parents in implementing and supporting school initiatives at home. The school actively seeks parent feedback through survey collection tools and hosts two Parent Teacher Interview evenings per year.

An Education Policy Committee comprising of parents and staff meet regularly to review school policies, communication processes and parental involvement opportunities across the school. Additionally, a Family Partnership Task Group, comprised of teaching staff and Leadership Team members has been established to collect and analyse parental feedback on methods to improve school partnerships with families.
Whole School Prevention

Gisborne Primary School provides a calm learning environment that promotes positive relationships across the entire school community. The school values of trust, respect, cooperation, responsibility and personal best are fundamental to these relationships.

Our students define our values as:

**Trust:** believing that others will do a good job, being honest and fair  
**Respect:** looking after others and things, treating each other equally and nicely  
**Cooperation:** working together  
**Responsibility:** doing the right thing  
**Personal Best:** trying your hardest  
**Caring:** helping others, being nice to everyone, being kind

Gisborne Primary School is committed to ensuring that the school is a safe and secure environment for all members of our community. At GPS, we aim to:

- Maintain a culture of mutual trust and respect that recognises that all members of the school community contribute to the safety, wellbeing and success of our students.
- Cultivate a strong sense of pride in our school, our students and our teachers.
- Encourage the development of a positive school tone and appropriate behaviour management systems throughout the school.
- Promote the expectation that the dignity and respect we show to each other will be extended to our community.

The achievements of the school rely on strong relationships with, and good communication between, all members of the school community; our students, staff and families, as together we all contribute to the safety, wellbeing and success of GPS students.

Our school motto is ‘caring’, and this value is reinforced though our consistent language and approach across the school. This is achieved by:

- Placing emphasis on the child as an individual  
- Positive partnerships between teachers, parents, students and the community  
- Empowering students to achieve their full potential  
- Approachable, committed teachers providing the best learning opportunities for students  
- Effective teaching and learning aimed at providing successful outcomes for all students  
- The staff’s commitment to developing best practices through team planning and a strong performance and development culture  
- The provision of differentiated programs to cater for children’s individual needs

Our Annual Implementation Plan goals for student engagement and wellbeing for 2016 include:

- To improve student engagement in their learning and their connectedness to the school through the following key implementation strategies:
  
  o Building the capacity of teachers to engage students in their learning  
  o Extending students’ ownership of and accountability for their learning  
  o Increasing community engagement in learning
Rights and Responsibilities

Guiding principles
Every member of Gisborne Primary School has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect.

Equal opportunity
We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments, sexual orientation or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

The Charter of Human Rights and Responsibilities
We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a concomitant responsibility to respect the human rights of others.

Students with Disabilities
As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

Bullying and Harassment
See our separate Anti-Bullying (including cyber-bullying) and Anti-Harassment Policy.

Rights and responsibilities of the school community

Our school rules, values, rights and responsibilities are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.

Rights and responsibilities of students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Students have a right to:</strong></td>
<td><strong>Students have a responsibility to:</strong></td>
</tr>
<tr>
<td>• Work in a safe and supportive environment without intimidation, bullying (including cyber-bullying) or harassment. They are able to fully develop their talents, interests and achieve their ambitions.</td>
<td>• Participate fully in the educational program at GPS. They should attend regularly, be punctual and meet classroom expectations.</td>
</tr>
<tr>
<td>• Participate fully in the school’s educational program.</td>
<td>• Develop positive and respectful relationships with their peers, teachers and all other members of the college community.</td>
</tr>
<tr>
<td></td>
<td>• Model the vision and values of GPS.</td>
</tr>
<tr>
<td></td>
<td>• Take responsibility for their own learning.</td>
</tr>
</tbody>
</table>
- Work in an environment which recognises and caters for their individual learning needs
- Student voice, where opinions are actively listened to.
- Work collaboratively with others – understanding that we can all learn from one another.
- Reflect and seek continuous improvement, working towards personal success.

Rights and Responsibilities of Parents and Carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Parents/Carers have a right to:</td>
<td>Parents/Carers have a responsibility to:</td>
</tr>
<tr>
<td>• Expect that their children will be educated in a safe, supportive and inclusive environment in which the rights of others are encouraged.</td>
<td>• Ensure their child’s regular attendance and punctuality to school.</td>
</tr>
<tr>
<td>• Support activities which extend student’s academic, physical and social development.</td>
<td>• Engage in regular and constructive communication with GPS staff regarding their child’s learning.</td>
</tr>
<tr>
<td>• Receive communication regarding the implementation of the school Engagement Policy that is clear, timely and respectful of family/school partnerships.</td>
<td>• Support GPS in maintaining a safe and respectful learning environment for all students.</td>
</tr>
<tr>
<td></td>
<td>• Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress.</td>
</tr>
<tr>
<td></td>
<td>• Modelling positive behaviours.</td>
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</table>

Rights and Responsibilities of Staff

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff have a right to:</td>
<td>Staff have a responsibility to:</td>
</tr>
<tr>
<td>• Work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying) or harassment.</td>
<td>• Follow VIT Teacher Code of Conduct, Ministerial orders, AITSL Professional Standards, and uphold an active, professional and positive presence, including professional learning.</td>
</tr>
<tr>
<td>• Clear and timely communication surrounding expectations and other matters from the Leadership Team.</td>
<td>• Fairly, reasonably and consistently implement the school Engagement Policy and Child Safe requirements.</td>
</tr>
<tr>
<td>• Expect that they will be able to teach in an orderly and cooperative environment.</td>
<td>• Create and maintain a safe and challenging learning environment.</td>
</tr>
<tr>
<td>• Be informed, within Privacy guidelines, about matters pertaining to students that will affect the teaching and learning program for that student.</td>
<td>• Implement effective teaching strategies and use assessment data to drive teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>• Initiate and nurture positive relationships with students and parents, in particular, communication regarding learning, engagement and wellbeing.</td>
</tr>
</tbody>
</table>
- Ongoing professional learning to support their growth and development as effective practitioners.

- Critically reflect on professional practice to continually improve the quality of their work and learning.
- Recognise that people learn in different ways and cater for this diversity in their classrooms.
- Acknowledge student’s efforts and results, providing feedback on both curriculum and behaviour.

**Shared Expectations**

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education.

We bring our school values to life through our behaviours and interactions with each other. We will display and model our school values through behaviours such as the following:

- Attending school on time and arriving promptly to each lesson
- Being organised for school and for each lesson
- Meeting appearance, dress and uniform standards (as per Uniform Policy and Staff A-Z guide)
- Moving safely through the school environment
- Participating fully in learning activities
- Attentively following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability
- Making appropriate choices, based on school values
School actions and consequences


Gisborne Primary School maintains a strong focus on promoting a positive school environment and promoting positive behaviours. Our school endeavours to ensure that appropriate wellbeing prevention and intervention strategies are in place to meet the needs of students and the community. Student management procedures and strategies employed aim to teach important life skills including conflict resolution.

School Wide Expectations

An effective school clearly outlines expectations of all members of the community. Clear expectations set standards for students, parents and staff to promote and encourage acceptable behaviour and deal with non-acceptable behaviours. To this end, Gisborne Primary School will actively promote its purpose, vision and values. It will also develop and communicate clear guidelines in relation to school expectations.

Expectations of Students

At the commencement of each year, each classroom will develop, discuss and publicise expectations for students in the room as a component of the school’s Learning to Learn Program.

Students will be expected to follow expectations and do their best to be valued members of their classroom and the school.

Expectations of Teachers

To promote a positive classroom environment, teachers will:

- Establish predictable and fair classroom procedures in consultation with students
- Implement Gisborne Primary School’s Behaviour Management Plan consistently (Appendix A)
- Provide personalised learning programs
- Consistently acknowledge the efforts of all students and provide regular feedback in relation to their progress
- Use a range of strategies to allow the students to take responsibility for their learning and be involved in decision making
- Acknowledge positive behaviour and student strengths
- Discuss, and reinforce behaviour expectations and possible consequences with students.
- Inform parents of ongoing behavioural concerns and when a student is removed from the classroom.

Expectations of Parents

To be familiar with GPS expectations, discuss them with their children and support the school in regard to their implementation.
Dealing with conflict and breeches of school expectations.

Gisborne Primary School uses a wide range of strategies for managing student behaviour. Strategies used endeavour to ensure prevention, early intervention, intervention and where necessary ongoing monitoring programs and processes are enacted as appropriate.

Inappropriate behaviours, including irregular attendance, will be responded to in a staged response, 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.

Broader support strategies for students may include:

- involving and supporting the parents/carers
- linking the student and/or family with appropriate support personnel
- convening Student Support Group meetings
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs
- involving community support agencies

**Positive Behaviour Model**

The Positive Behaviour Model is a three-tiered approach to behaviour used at Gisborne Primary School. It includes primary prevention, secondary prevention and tertiary prevention based on student needs.
Consequences

In applying consequences for unacceptable behaviour, the individual circumstances and actions of the student as well as the needs and rights of school community members will be considered at all times. Other considerations include the nature, severity and frequency of the offence.

Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Types of consequences

An incident may require one or more of the following sanctions or processes to be implemented:

- warning issued
- alternative recess/lunch program/play area
- time out
- withdrawal of privileges
- withdrawal from class
- reflection and problem solving form completion
- exclusion from an activity or event
- Student Support Group Meeting (SSG)
- developing a behaviour modification plan
- making amends through logical consequences determined during restorative conferencing or mediation
- detention
- suspension
- expulsion
Where possible and appropriate a staged response to student management will be implemented. In determining consequences for students and staff involved will have an opportunity to be heard prior to a decision being made.

**Classroom behaviour management**

Disruptive or inappropriate behaviour may be defined as but is not limited to:

- Calling out
- Insolence
- Inappropriate language
- Inappropriate physical contact
- Speaking while others are talking
- Non-compliance
- Distracting others
- Inappropriate computer use
- Inappropriate physical contact
- Aggressive behaviour

The Classroom and Specialist Behaviour Management Plan (Appendix A) will be enacted when a student presents with inappropriate behaviour.

In addition, school community members should be aware that:

- Students who are on a behaviour management plan may require a different process in line with their plan.
- Steps may be skipped based on the severity of the behaviour e.g. physical violence
- Communication will be made via phone or email with parents when a student is removed from the room.
- In the instance where a student is continually being removed from the classroom or inappropriate behaviours are regular or increasing in severity/frequency, a meeting will be arranged with the parent, coordinator or Assistant Principal and classroom teacher to develop a behaviour contract.

**Yard behaviour management**

In the yard, it is expected that all students will:

- Follow the school rules, even when no one is watching
- Follow teacher instructions without arguing
- Speak to others in a respectful way, including disagreeing with a decision made
- Solve problems calmly and without violence or unwanted physical contact
- Seek teacher help if they witness or experience an unsafe behaviour
- Stay within the boundaries once they've arrived at school

When these expectations are not met, the student may be asked to do one or more of the following:

- Move to another area
- Move away from a particular student or group of students
- Walk with the yard-duty teacher
- Sit down in a quiet area for a specified time
• Meet that teacher for a follow up discussion later in the day
• See a member of the Leadership Team at the office

When a student is removed from the yard, parents will be contacted via phone or email by the teacher on duty or Assistant Principal/Principal.

At Gisborne Primary School, we strive to continually demonstrate our school values of caring and responsibility. Trusting that members of the school community will appropriately help when an issue arises is an important aspect of harm minimization. As such, we believe that watching someone breaking our school rules without seeking teacher assistance is a form of participation in the incident and consequences for this behaviour may be issued where deemed appropriate by the school Leadership Team.

**Detentions, take-homes, suspensions and expulsions – guiding principles**

Student behaviour, both positive and negative is recorded and monitored through Sentral, a school management tool used at GPS.

We will only exclude a student from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

**Detentions**

A student may be required to finish school work that has not been completed, miss out on part of their break time due to unacceptable behaviour, or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, unless specifically agreed upon by the parent/carer prior to the detention taking place. Recess/lunch detentions in line with DET guidelines do not require parental consent.

In the case of an after-school detention, students will be detained for no more than 45 minutes. Parents or carers will be informed at least the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship, we will endeavour to negotiate alternative disciplinary measures with parents or carers. Reasons for an after-school detention may include, but are not limited to:

- repeated behaviour previously addressed through a consequence
- significant or repeated violence
- intentional damage of property
- inappropriate language

Students will be fully supervised during detentions.

**Take Home**

Where a student is unable or unwilling to comply with reasonable directions from school staff, or is endangering himself/herself or other members of the school community, a ‘take-home’ may be applied.

A ‘take-home’ is not a suspension, and is the practical application of the partnership between schools and families. It involves a student being handed over to the care of his/her family for the remainder of the day, to enable him/her to regain control over their behaviour. School leadership staff will contact the family to notify of any incident necessitating a ‘take-home’ and to make arrangements for an adult to collect the
student from school at the earliest possible opportunity. The student will then return to school the following day and be re-entered into their class with the support of their class teacher.

For ‘take-home’ and external suspensions, a re-entry meeting is held with the class teacher and / or teacher involved, parent / caregiver and Principal or Assistant Principal on return.

Suspensions

According to DET guidelines, a student can be suspended if they:

- behave in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- cause significant damage to or destruction of property
- commit or attempt to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fail to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engage in behaviour that vilifies, defames, degrades or humiliates another person
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan (for external suspensions) that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post- suspension Student Support Group meeting will also be scheduled.

In determining whether to implement an in-school (internal) suspension or an out-of-school suspension (external), we will consider the educational, social and emotional impacts on the student and the school community. Suspensions may be applied for behaviours that occur whilst attending school, travelling to or from school, while engaged in any school activity away from the school, or travelling to or from any school activity.

At Gisborne Primary School, when a student is internally suspended:

- The student is placed in a location other than the classroom e.g. Principal or Assistant Principal office
- The student is removed from the regular classroom program for part of a day or a whole day
- The class teacher will provide work that the student can complete independently
- At the end on the given time the student can only return if the work has been completed.
- The student will receive a separate recess and lunch break
- The allocated supervising teacher will negotiate where the student will go at break times.

At Gisborne Primary School, when a student is externally suspended:
- An Absence Learning Plan will be provided for work to complete during the excluded period and must be completed prior to re-entry
- A post-suspension meeting will be held prior to school re-entry. This may include where appropriate, the attendance of regional support services personnel
- A behaviour management or support plan will be developed as part of the post-suspension meeting.

**Expulsion**

The principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student

**Attendance**

**Punctuality**

Punctuality is valued at Gisborne Primary School. We encourage all students to arrive to school on time, entering the school grounds by 8:50am. Students who arrive late to school (9:00am and after) miss out on quality instructions and interrupt the learning of their classmates. Students who arrive after 9:00am will be recorded as ‘late’ on the class roll.

**Managing Absences**

Our attendance practices reflect DET philosophy of ‘Every Day Counts’. We recognise that illness is a reasonable ground for absence and encourage families to ensure attendance is maintained outside of this reason. To maintain school attendance at Gisborne Primary School practices, include:

- Teachers recording all student absences/lateness twice a day (morning and afternoon). This data is aggregated on to our CASES database via Sentral and communicated to DET.
- Classroom Teachers and Leadership Team closely monitoring student attendance through the evaluation of student absence reports on Sentral.
- Classroom teachers making contact with families if within three days of the initial absence an explanation/satisfactory explanation has not been provided.
- The Leadership Team contacting parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences.
- Convening a formal attendance conference for ongoing unexplained absences/lateness, or lack of engagement from families. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services and DET.
- Student attendance figures appearing on the student’s mid-year and end of year reports.
• Giving DET and enrolment auditors complete access to all student attendance records if requested.
• Reminding families regularly through the school newsletter that students should not arrive at school prior to 8.30 am as they will be unsupervised.
• Contacting families regarding unexplained absences at the end of every week.
• In line with DET processes, Issuing formal notifications where unexplained absences are of five days or greater.

Responsibilities of parents /carers

We ask our parents/carers to support our attendance policy by:

• Ensuring that their child/children are on time for school each day
• Promoting and providing organizational support for their child/children to enable full attendance and participation at school.
• Notifying the school of their child’s absence as soon as possible on the first day of absence.
• Notifying the school in advance if an absence of any period is planned.
• Supporting their child’s learning during continued or prolonged absences (such as extended holiday) through the implementation of a Student Absence Learning Plan (provided by Assistant Principal)
• Working cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent.
• Working cooperatively with the school in supporting the child to return to school after prolonged absence.
• Ensuring that all contact details are correct and up to date.

This policy will be reviewed each year.

This policy was ratified by School Council on

This policy will be next reviewed September 2017.
## APPENDIX A - Classroom and Specialist Behaviour Management Plan

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Student Responsibility</th>
<th>Teacher Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warning</strong></td>
<td>Recognise the behaviour is disturbing class learning. To refocus on learning.</td>
<td>To remind the student about the appropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To give the student a warning “Your behaviour is disrupting learning. This is your warning.”</td>
</tr>
<tr>
<td><strong>2\textsuperscript{nd} Warning</strong></td>
<td>Students to acknowledge the incorrect behaviour that is preventing learning continuing.</td>
<td>To remind the student about the appropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td>Practice the appropriate behaviour.</td>
<td>To reinforce the warning. “I have already spoken to you about your behaviour. The next step if you continue will be to leave the room. This is your final warning”</td>
</tr>
<tr>
<td><strong>Removal from the room – reflection time</strong></td>
<td>To go to the year level PLT leader and re-focus on positive learning behaviours and use positive self-talk before entering class (minimum time of 30 mins). Reflect on the behaviour/rule and what needs to change by filling out a ‘Thinking about my behaviour’ sheet. After 30 minutes, the student is responsible for indicating they are ready to rejoin the class.</td>
<td>Record removal from classroom on Sentral. To inform students of the expectations of reflection time and supply the student with a ‘Thinking about my behaviour’ sheet. The PLT Leader is responsible for ensuring the student sits quietly to complete the task and returns to the class with an escort. Upon return, the classroom teacher discusses expectations with the student for re-entry.</td>
</tr>
</tbody>
</table>
**Student is sent to the Leadership Team**

- To follow instructions by teacher and walk to the office.
- To be honest in recounting events.
- To talk through the issue and negotiate how to resolve the problem (this may involve taking turns with other students).
- To discuss and accept the consequences of inappropriate behaviour.
- Upon return, to participate in a discussion with the teacher.

**Teacher responsibility**

- To send the student with an escort to the office (or send someone to collect the child).
- Upon return to talk with the student about the problem and expectations.
- To inform parents of the reason for the intervention.

**Leadership Team responsibility**

- Talk through the problem/issues with all involved.
- Work out logical consequences. To ensure the student is calm and ready for re-entry. Communicate any information to the class teacher that may affect/support learning in the future.
- Fill out appropriate behaviour records.