



# **Menzies Creek Primary School**

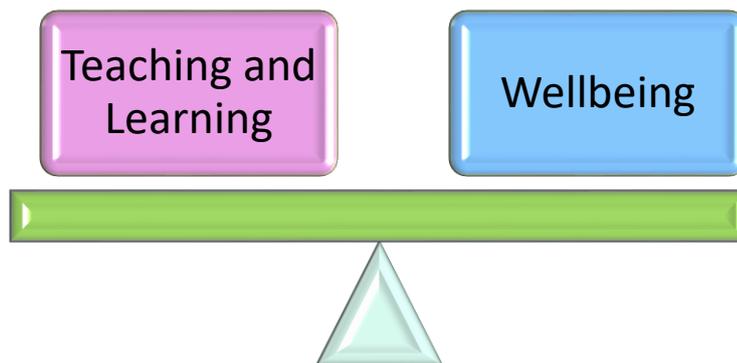
## **Student Engagement Policy**



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## Introduction: Student Engagement and Wellbeing

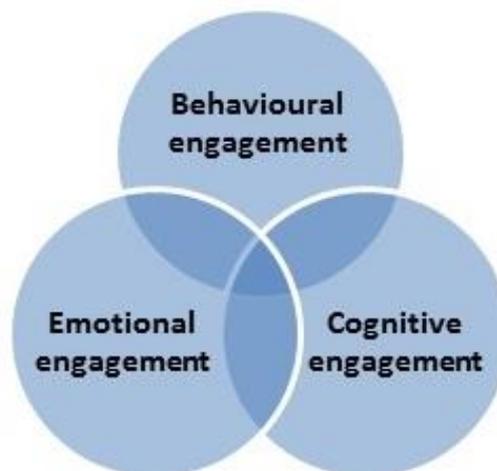
At Menzies Creek Primary, we believe that the well-being of the child is just important as their academic progress, if not more so. Further, it is critical that a child feels safe and secure in their environment for them to be engaged in their learning. As a staff, we have researched successful programs and implemented these as Aligned Practices throughout the school. By doing so, children know what to expect from any staff member at any level in the school.



## Student Engagement

Student engagement is a challenging concept to define, as it is a complex construct influenced by multiple factors. Fredericks, Blumenfield and Paris (2004) identify three dimensions of engagement:

- **behavioural engagement:** students' participation in education, including the academic, social and extracurricular activities of the school
- **emotional engagement:** students' emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)
- **cognitive engagement:** students' investment in their learning (motivation and self-regulation)



## Factors that influence engagement

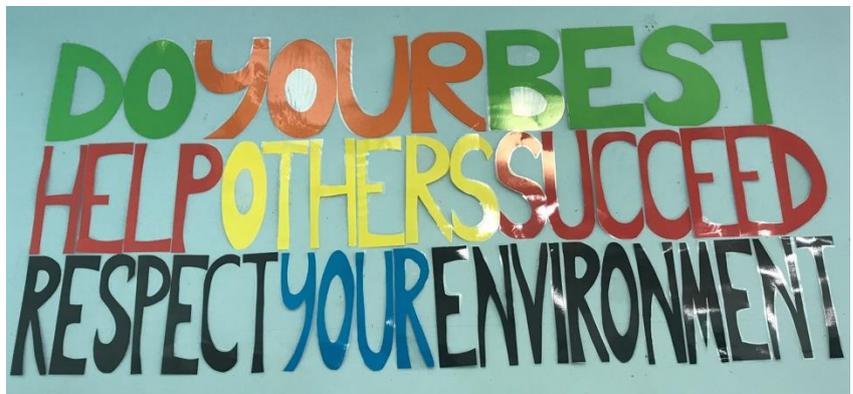
Some of the factors that influence student engagement at school are:

- **Teacher factors:** These include a teacher's interaction style (e.g. enjoyment and shared focus, support, responsiveness, directedness, verbal praise); The behavioural and academic expectations held by the teacher.
- **School factors:** These include physical setting factors (i.e. physical layout and arrangement of classroom, sensory factors/noise levels, lighting etc.), and consistent and structured approaches to the provision of student support and disciplinary measures.
- **Student factors:** These include student's physical, emotional, cognitive and behavioural states. They also include health issues and differing levels of ability, as well as peer relationships within the classroom and broader school environment.
- **Family and community factors:** These include students' residential circumstances, a family's support and involvement in their child's education, and all the relationships within a student's family.
- **Curriculum and resources factors:** These include the availability and type of learning resources, such as; technology, dimensions of the learning tasks (level of difficulty, interest, meaningfulness to learner), task design, learning goals and objectives, and assessment approaches.

## Three School Guidelines

The Three School Guidelines are an aligned practice that encompass positivity and respect in every aspect of the school and the community and are used daily by all staff and students.

1. Do your best
2. Help others succeed
3. Respect our environment

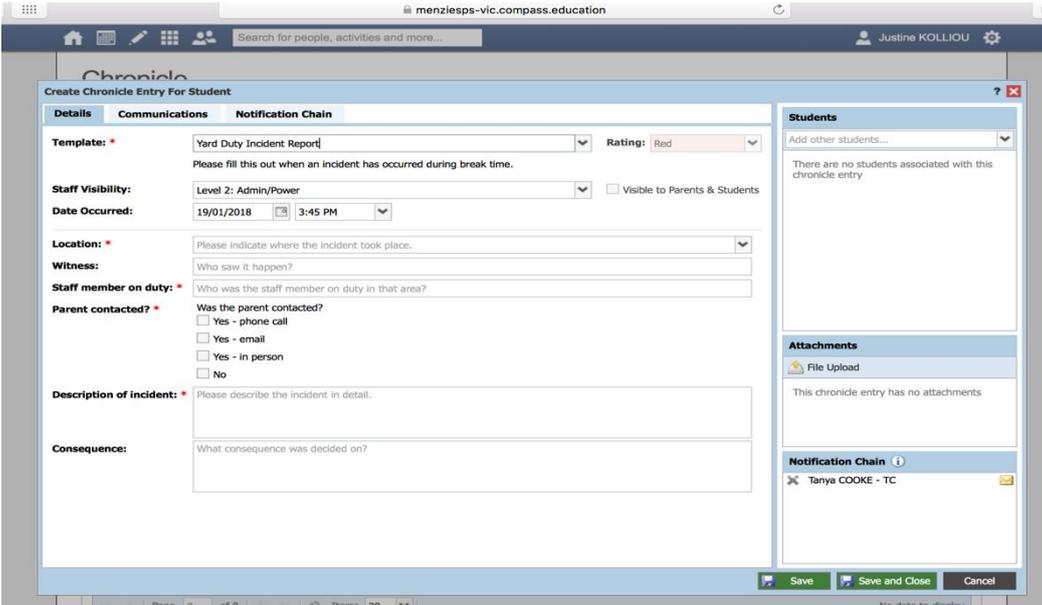


- Acceptable behaviours should be praised with reference to the appropriate guideline. For example:
  - This is a highly creative piece of writing, I can see you have done your best.
  - Thank you for respecting your environment by putting that rubbish in the bin.
- Unacceptable behaviours should be corrected using short sharp statements that reference the appropriate guideline. For example:
  - Pushing in front of people is not helping others succeed, we should always wait our turn.
- The Three Guidelines should be clearly displayed in all classrooms.

## Documentation of Incidents

When an incident occurs use Compass to document the event. Describe the event and include any behaviours that occurred leading up to and during the incident. Include any quotes from students involved and witnesses. The entry needs to be detailed but succinct.

1. Log in to Compass.
2. Click the *Organisation* tab and select *Chronicle*.
3. Click *Create a new chronicle entry*.
4. Under the *Template* heading, select the type of entry. E.g. *Wellbeing, Yard Duty*
5. Under students type and select the students involved.
6. Under staff visibility, select *Level 3 Admin*.
7. Select the appropriate time and date. Ensure you change this if you are filling entry in at a later date.
8. Fill in boxes
9. Click Save and Close (Principal will automatically be notified)



The screenshot shows the 'Create Chronicle Entry For Student' form in the Compass system. The form is divided into several sections:

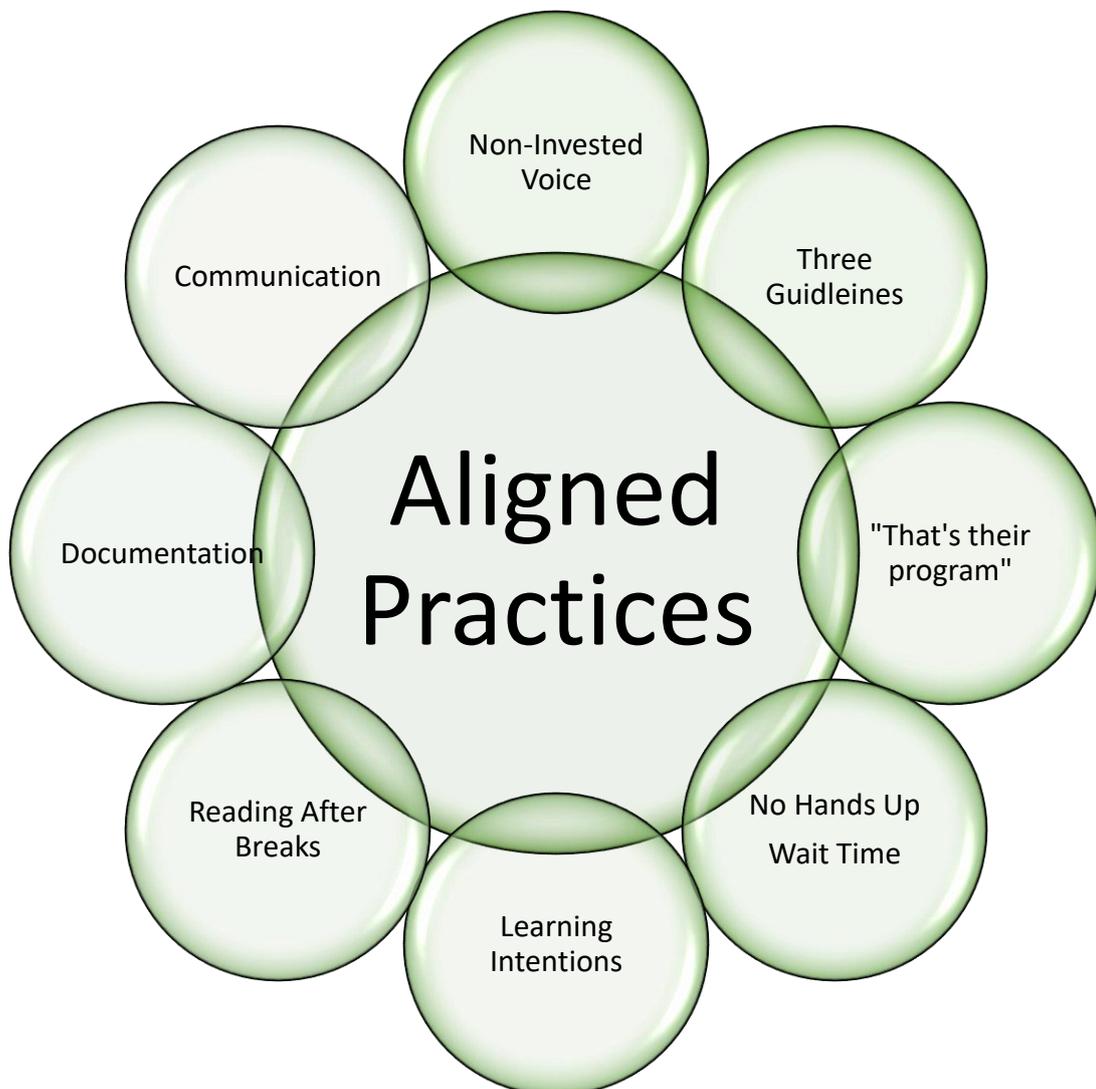
- Details:** Template: Yard Duty Incident Report; Rating: Red.
- Staff Visibility:** Level 2: Admin/Power; Visible to Parents & Students:
- Date Occurred:** 19/01/2018 3:45 PM
- Location:** Please indicate where the incident took place.
- Witness:** Who saw it happen?
- Staff member on duty:** Who was the staff member on duty in that area?
- Parent contacted:** Was the parent contacted? (checkboxes for Yes - phone call, Yes - email, Yes - in person, No)
- Description of incident:** Please describe the incident in detail.
- Consequence:** What consequence was decided on?

On the right side, there are sections for **Students** (Add other students...), **Attachments** (File Upload), and **Notification Chain** (Tanya COOKE - TC).

## Aligned Practices

This document details our school's set of Aligned Practices. It is expected that all staff, no matter their role, follow and use the Aligned Practices outlined below, except when a student has an Individual Learning Program that directs otherwise.

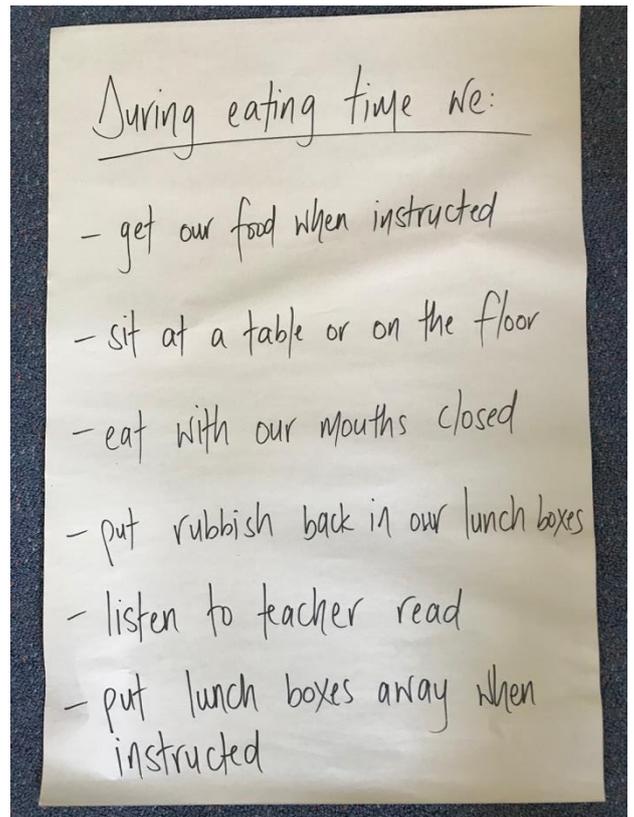
The best possible student improvement comes from the least difference in teacher practise within a school.



## Daily Aligned Practices

### Praise

- Praise students for positive behaviour using the Three Guidelines. In many cases you will need to teach students how to accept the praise (see *Teaching How to Accept Praise, p 17*)
- At the beginning of each term, establish clear expectations for desirable behaviours and then acknowledge them
- Take time to praise students
- Use Anchor Charts to reinforce desired behaviours
  - Anchor Charts are a simple way to remind students of certain routines and acceptable ways of doing tasks. They don't have to be beautiful and are most successful when composed with the class and reviewed regularly.
  - For example, at the beginning of the year discuss with your class the routine for eating time. Break it up into simple steps that highlight what should be happening, not the negative. Before eating time each day, review the Anchor Chart. Once routine is established, you need only refer to the Anchor Chart when reminders are needed.



### Settling after breaks

### Reading time 15min

- All classes read for 15 minutes after first break, second break is optional
- Students may read to themselves or to others
- Teachers to model reading to self twice a week, all other reading sessions to be used for conferencing and feedback.
- All teachers are to read to the class during eating time

### Feedback

- Feedback is to be given to students for every piece of work.
- All writing tasks need to be annotated with the Star and Step system - pick out one thing they are doing well, one thing to work on.
- All other pieces of work need to be annotated in some way by teacher.

### Yard Duty

- Staff member must be carrying a bum bag containing appropriate first aid equipment and be wearing a high vis vest.
- During hat season, children not wearing hats must play undercover on the decking outside the office.
- All incidents occurring during Yard Duty must be chronicled on Compass as detailed above.

### Areas to be supervised

- Junior Playground and toilets
- Basketball court and flagpole
- Oval (when closed, take over flagpole area)
- Play space

### Corridors

- Corridors are for walking.
- Limit the use of corridors during class time unless raining.
- Students may work quietly in corridors, with regular staff monitoring.
- Students to stay out of corridors and classrooms during break times, unless permission is given.

### **Alphabetical Order**

- When moving from the classroom, all students must line up and move in alphabet order

### **Junior Building**

- Ensure all photocopying is completed prior to the commencement of class.
- When the Gallery area is used, it must be left as it was found.

### **Toilets**

- One student at a time.

### **Working outside of class**

- F – 2 must be within sight
- 3 – 6 regular monitoring

### **ICT**

- Students must be explicitly taught how to use iPads and laptops appropriately.
- Teacher is to check that all iPads and laptops have been put away properly after use.
- IT equipment must not be left unattended when in use on the floor.
- Teacher must be roving when IT equipment is in use.

## Academic Aligned Practices

### Bump It Up Wall

A Bump It Up Wall is a visual representation of how students can:

- Identify what standard their work is at throughout the process.
- See examples of how they can improve and 'bump up' their work.
- Understand the expectations and assessment process.
- Used as needed

### Book Work

- All work must be dated.
- Teach students to use the next available space.
- No texta

### Assessment Rubrics

- Rubrics can be used in conjunction with Bump It Up Walls.
- They must be communicated with families and students at beginning of unit of work via compass.
- Rubrics are used to interpret and grade students work according to a set of standards and agreed criteria.
- They are highly useful for self and peer assessment.
- Used as a continuum, refer to checklist and Vic Curriculum.

### Goal Setting

Research has shown that goal-setting can be extremely useful to maintain focus, motivation, and ultimately achieving what we are trying to accomplish

When we can see progress, we feel more capable, which motivates us to set more challenging goals.

Students must be taught how to set goals. A simple concept to follow is George T. Doran SMART model - [www.melbournechildpsychology.com.au](http://www.melbournechildpsychology.com.au)

**Specific** – when defining a goal don't be vague. Goals need to be well-defined and focused.

**Measureable** – in order to be able to assess progress and goal achievement, you need to be able to measure it. You should be able to ask questions, such as “How much?”, “How long?”, and/or “How many?”.

**Achievable** – don't set yourself for failure. Goals need to be challenging, but not beyond reach.

**Relevant** – are you motivated to achieve this goal? Who are you setting this goal for? Relevant goals are goals you truly want to achieve. You may need to explore if you have accomplished similar goals in the past and what you need and what steps need to be taken in order to accomplish this goal.

**Time** – you also need to be specific about the time-frame you have to achieve a goal. If a target date is not set to accomplish a specific goal, then there is no urgency to start taking action towards accomplishing that goal.

- Learning Asset goals need to be set each term, conferenced with class teacher and reviewed regularly and emailed home via compass.
- Maths and English goals come from conferencing and feedback sessions.

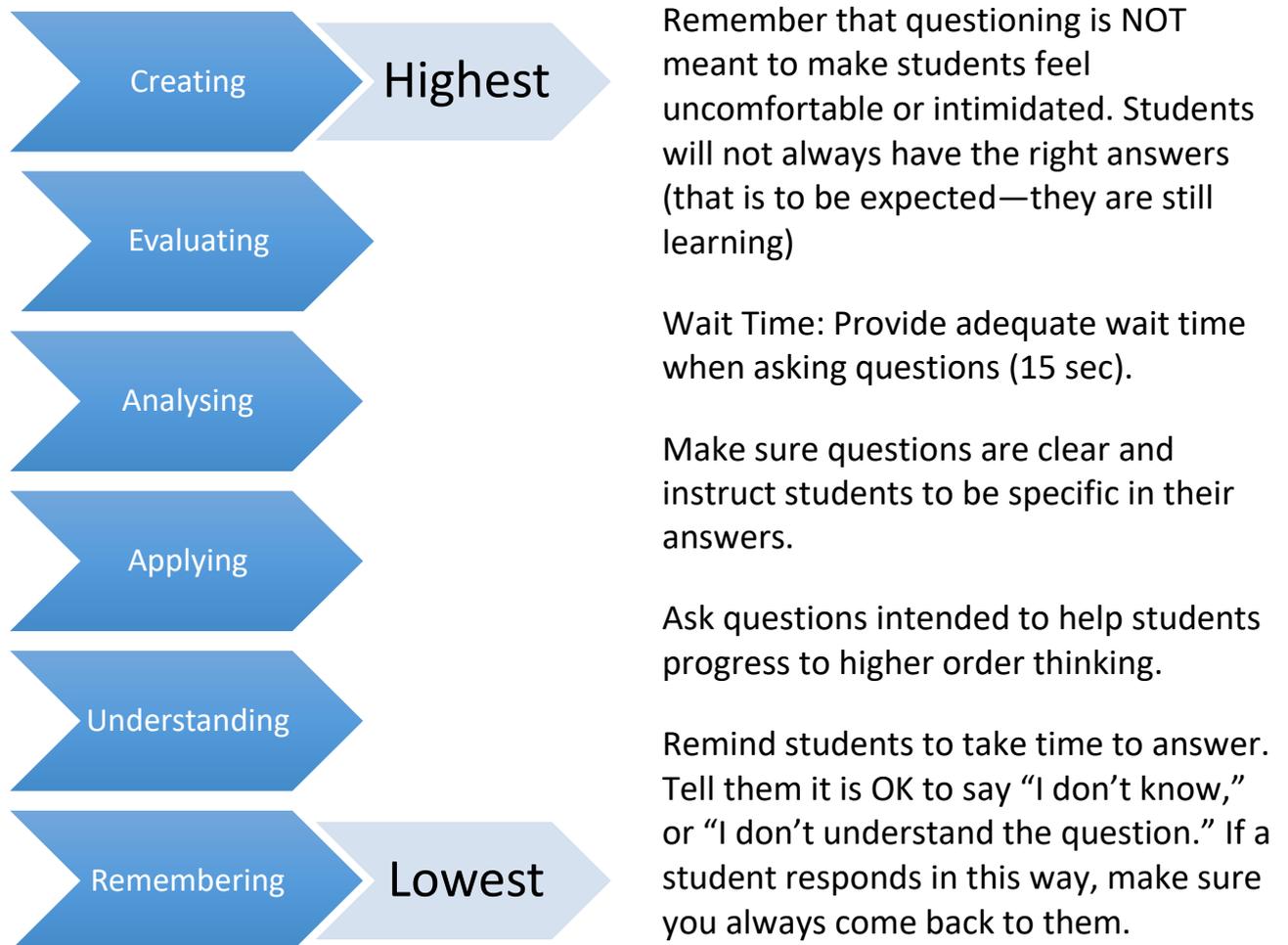
### Questioning

### Create S.M.A.R.T. Goals



Asking questions to promote critical thinking or clinical reasoning skills can be a powerful tool. Questions should be “levelled” appropriately based on the experience of the student and the objectives of the experience. In education, we often classify levels of learning by using Benjamin Bloom’s original or revised taxonomy for the cognitive domain (Atherton, 2011).

The levels of Bloom’s revised taxonomy are:



## When to Contact Parents

Establishing and maintaining meaningful contact with families is vital. Families are an integral part of the school community. Ensuring that behavioural expectations are upheld is a responsibility shared between the school and the family.

Correspondence between teachers and families occurs in the following ways:

- In person, email or phone
- Compass
- Rubrics

### Inappropriate behaviour

When an incident occurs in class, it is essential to record it on Compass and send a quick email to the families or call directly.

This ensures that:

- Parents are kept up to date and will not be blindsided in the future.
- Gives you and the family the opportunity to look for patterns/antecedent events.
- Conversations occurring at school can continue at home.
- A united front between families and the school is shown to the child.

### Wellbeing concern

Any concern regarding a child's wellbeing should be communicated with parents and documented on Compass at the time. Often, families will have insight into the situation and be able to offer support and advice.

### Academic concern

Any concern regarding a child's academic progress should be communicated with parents and documented on Compass at the time.

## Teaching Students How to Accept Praise and Compliments

### Reasons people may deflect compliments

- Modesty - Accepting compliments is not boastful, it is actually like giving a compliment in return, as you are telling the other person that you trust and appreciate their judgement.
- Distrust – most people are genuine about giving compliments.
- Trying to match the compliment – responding with a compliment in return can seem disingenuous.

When accepting compliments, keep the reply simple and stay focussed on receiving the compliment, even if you don't agree with it.

- Thanks.
- Thanks, I appreciate that.
- Thank you, that's a really lovely thing to say.
- Thanks, you're a kind person.

If you want to accept the compliment in a way that shows you're appreciative of the substance of the compliment:

- Thanks, I'm really glad you've noticed that because it's something I'm proud of.
- Thanks, I had fun making it.
- Thank you, I tried really hard.

## Restorative Practice

The idea of restorative practice is to build caring communities around students, whilst not accepting harmful behaviour. We want to teach and support children taking responsibility for their actions and to repair any harm that has been done.

Depending on the circumstances, the following chats can take place individually or with everyone involved present.

### Restorative Chat

Some things you may say to the wrongdoer include:

- What happened?
- Who else was there/around when it happened?
- What were you thinking at the time?
- Was it the right thing/wrong thing to do?
- Who has been affected/upset/harmed by your actions?
- How has this affected you?

Some things you may say to the victim include:

- What did you think when it happened?
- What have you thought about since?
- How has it upset/hurt/harmed you?
- What has been the hardest thing for you?

Once you feel you have the full story and everyone has been heard you can try to resolve it by asking:

To the wrongdoer

- What do you need to do to fix things?

### To the victim

- Is that ok?
- Do you agree?
- Is that fair?

### To both

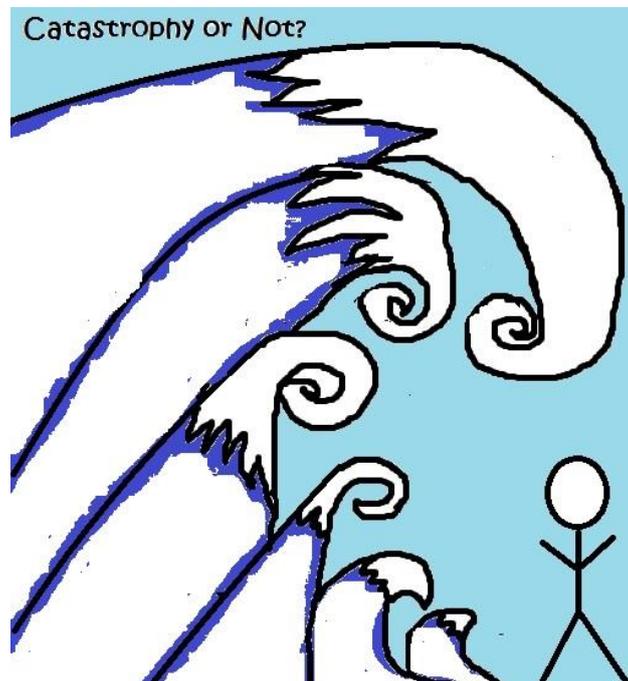
- How can we make sure this doesn't happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?

Formally record the agreement reached by the victim and wrongdoer on Compass under the initial documented incident. (See Documentation of Incidents page 7)

## Catastrophe Scale

The Catastrophe Scale is a visual guide designed to help students put problems into perspective. Problems may be rated from 0 (no problem) to 10 (catastrophe). This helps children understand that some problems may not be as bad as first perceived (ratings 0 – 4) and can be easily overcome, while more challenging problems (ratings 5 – 10) need different strategies and help from other people.

There are a variety of Catastrophe Scales available to download online.



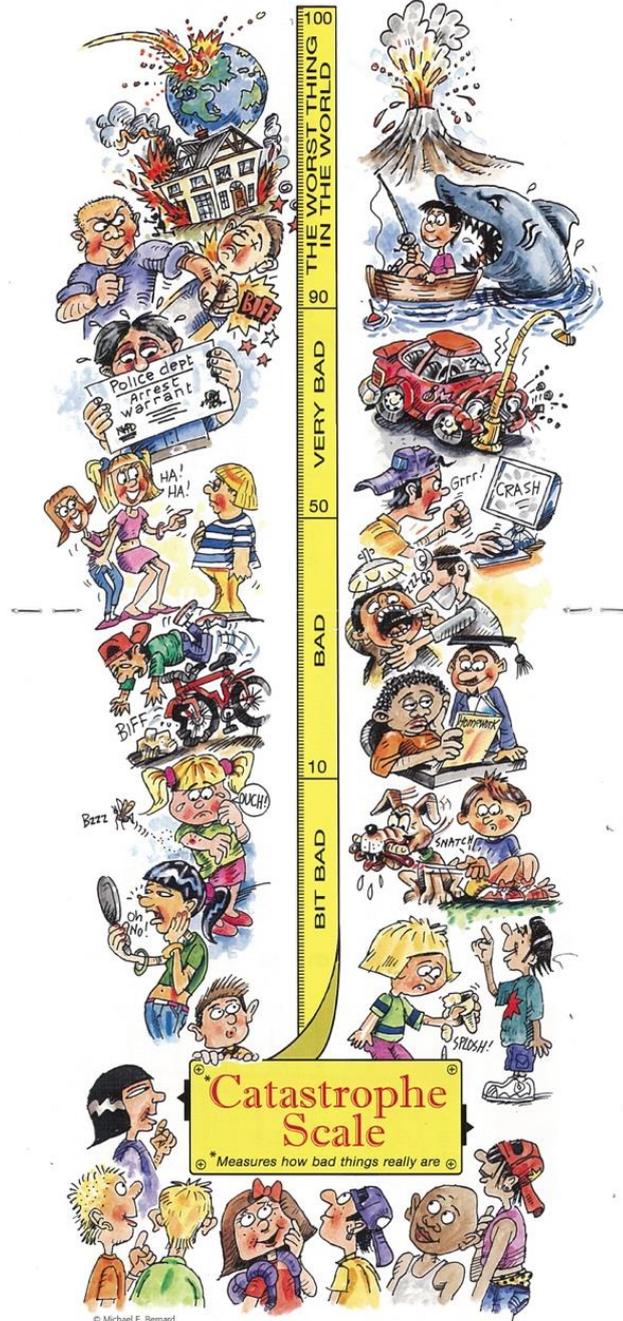


**MENZIES CREEK**

PRIMARY SCHOOL

# HOWBADZZAT?

*It's not as bad  
as you think it is!*



## **Disruptive Behaviour**

**All incidents of disruptive behaviour are to be chronicled on Compass under Classroom Behaviour.**

### **When to send students out of the class**

For many teachers, sending a child out of the classroom due to unacceptable behaviours can feel like you have failed as a teacher. On the contrary, knowing when to send a child out is a vital and completely acceptable practice. When a child's behaviour is interfering with the learning taking place, sending them to another room can help. Once the session is over, it is very important that the teacher sits down with the child and debriefs the incident. However, if a child is repeatedly sent out of the classroom it loses its effect.

### **Work Refusal/Unfinished Work**

If a student does not complete a task in the given time or refuses to participate they are to complete the work in their own time (break time or at home).

Each teacher will be on a roster to supervise a session for either the Junior School or Senior School. When a teacher has a student that needs to stay in, they are to be sent to the classroom of the teacher on duty for that day.

No student is to be kept in for more than 20 minutes. If the student fails to complete the task during this time, they are to take it home and then hand in the next day.

Email the teacher on duty if you are sending a student to complete work.

Disruptive behaviour – send to buddy class

### **Functional Behavioural Analysis**

It is helpful to identify what function the behaviour may be achieving for the student (i.e. what is driving the behaviour?). This can help the student gain insight into their actions and perhaps substitute more appropriate methods of achieving his/her goals.

### **Conducting a Functional Assessment**

- Describe and document the behaviour over a period of time.
- Identify the environmental conditions in which the behaviour is likely to occur.
- Identify triggers for the behaviour.
- Identify what happens immediately after the behaviour has occurred.
- Using the above information, try to establish the purpose of the behaviour for the student.

**Generally, challenging behaviours have one or more of the following purposes:**

To gain, avoid, communicate or indicate

- To gain attention/approval/acceptance
- To undertake a preferred activity
- To escape/avoid the situation
- To avoid failure
- To communicate feelings
- An indication of mental health or developmental issues

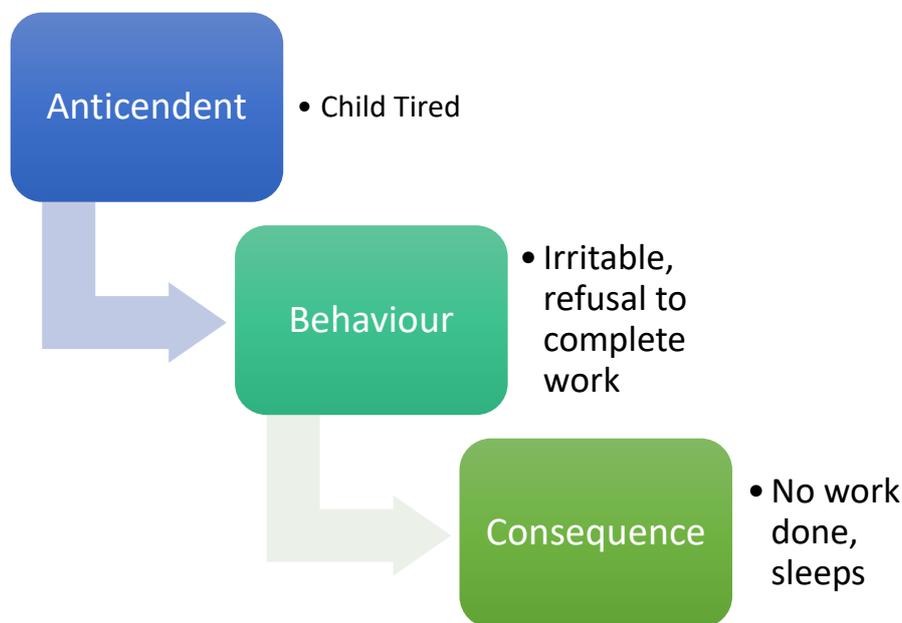
## ABC of Behaviour

### Antecedent, Behaviour, Consequence

Antecedents are any prompts, cues, stimuli, events or actions that come before a particular behaviour occurs. Antecedents are often thought of as triggers.

A particular behaviour is something that you can see or observe and describe clearly, not to be confused with a label. For example, anger is a label that can be used to describe a range of different behaviours like yelling, hitting or swearing.

Consequence is what happens after the behaviour occurs. They can either increase or reduce the likelihood of a behaviour occurring again. They can be naturally occurring or they can be things that we put in place as a response to certain behaviours.



By being aware and tuned into antecedents for individual children, we can greatly reduce unwanted behaviours and any negative consequences.

When an unwanted behaviour occurs, make a note of the circumstances leading up to the behaviour. Was there a trigger/s? Talk with families, as sometimes the antecedent can be occurring at home and the behaviour happening at school. Can this be avoided in future?

Depending on the trigger, when it has been identified it is best practice to sit down with the child and explain it to them. If they are aware, they are more likely to try and avoid it themselves. It is also important when entering new environments that they learn how to independently communicate their triggers (e.g. starting High School).

Incidents that occur in the classroom should be documented on Compass as soon as possible. Details of the antecedent are crucial to avoiding a similar behaviour in the future.

### **When is an incident over?**

When a child is involved in an incident it is important that it is followed up as soon as possible. Where there are consequences put in place, it needs to be made very clear to the child that once they have been carried out, the incident is over.

## Discipline Procedures – Suspension and Expulsion

Students should only be excluded 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. We encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. It is important that schools enforce exclusions only when all other options have been exhausted or where the well-being or safety of another student or staff member is at risk.

See the Department of Education and Training Website for further information:

- Expulsion

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

- Suspension

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

## Circle Time/Community Circles

Circle Time is a teaching strategy where teachers and students can freely address issues of concern or celebrate achievements and times of success. It provides a structure which supports children in solving problems in which all participants have an equal say. Students are expected to follow three simple guidelines when participating:

- One person speaks at a time. Often classes have a special toy or object that is held by the person speaking.
- No judging. This includes making comments out of turn, or putting others down.
- You have the right to pass. Children can choose to not contribute their thoughts at any time.



## Action Research

Educational Action Research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, Action Research always involves the same five-step process and becomes an endless cycle for the inquiring teacher.

### Step 1: Selecting a focus (Plan)

Choose a focus that is worth your time.  
Ask yourself: *'what elements of my/our practice or what aspect of student learning do I/we wish to investigate?'*

### Step 2: Clarifying theories (Act)

The second step involves identifying the values, beliefs and theoretical perspectives current researchers hold, which relate to their selected focus.

### Step 3: Identify research questions (Act)

Generate a set of personally meaningful research questions that will guide your inquiry. For example:

- *When feeling confident, what changes are evident in her behaviour socially?*
- *When feeling confident, what changes are evident in the outcomes of her work?*

### Step 4: Collecting data (Monitor)

Gather data from a range of sources, which can be quantitative and/or qualitative. Do not base any decisions or changes in practice based on one piece of data.

### Step 5: Analysing data (Evaluate and Revise)

Review the data and come up with a plan of action. Discuss the plan with colleagues and families. Once everyone is in agreement, the plan can be implemented and revised if needed.



## Physical Restraint Policy

Please see the Department of Education and Training website for further information.

- Written permission must be obtained from parents for physical restraint.

<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx>

## Other School Engagement Policies

The Child Safety Standards are there to support schools to create a child safe organisation and protect students from all forms of abuse.

- Child Safety Standards  
<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx>