

MPPS STUDENT ENGAGEMENT POLICY

1 SCHOOL PROFILE

Mooroopna Park Primary School is located in the northern end of the Mooroopna Township and is a medium to small-sized primary school with a current enrolment of 144 students. Mooroopna Park Primary was established on spacious, park-like grounds adjacent to Mooroopna Secondary College in 1980.

The school has been through a turbulent time since the early 2000's with enrolments continually dropping from approximately 320 students to a low of 75 at the start of 2013. 2012 was a particularly difficult time with the school almost merging with a neighbouring school. Since 2012 the school has undergone some significant changes, a new principal was appointed and as student numbers increased more teaching and educational support staff have been employed. Student numbers have currently increased by over 80% since the start of 2013. Many of the current staff are new staff with some on fixed term contracts.

Many students at Mooroopna Park Primary continue to come from low socio-economic backgrounds, the school's Student Family Occupation (SFOE) of .7216 places Mooroopna Park as one of the most disadvantaged schools in Victoria. 40% of the student population comes from indigenous backgrounds with a further 15% of students coming from various cultural backgrounds. We currently have 17 students receiving funding through the Programs for Students with Disabilities, this has continued to increase each year and far greater than the state mean. The school continues to have a high transient population with very few students completing their entire primary years at Mooroopna Park.

The school has 20.9 equivalent full-time staff consisting of; 1.0 principal class, 1.0 Welfare/Curriculum Coordinator, 7.0 Classroom teaching staff, 7.0 Education Support staff, 1.0 Learning Specialist, 1.0 Literacy Intervention Teacher, 1.2 Specialist teaching staff, 1.0 Speech Therapist, 0.3 Chaplain, 0.2 Play Therapist and 0.2 KESO. The school currently has 7 classrooms made up of a Prep, 2 Grade 1/2, 2 x Grade 3/4 and 2x Grade 5/6 classrooms. We will also be employing a cook/chef from term 2, 2019.

The curriculum at MPPS has a strong emphasis on Literacy, Numeracy and Wellbeing with coordinators and Leaders appointed to drive these programs. Daily two hour Literacy and one hour Numeracy teaching blocks are in place, all students have Individual Learning Plans and additional assistance in literacy and numeracy has been provided to staff through our Learning Specialist since 2018.

There is an increasing range of technologies embedded across the curriculum such as iPad's, netbooks, desktop computers, touch screen T.V's and a polycom unit. Specialist subjects such as Art, Music and Physical Education cater for all student needs and interests, and students also have the opportunity to participate in a wide variety of sporting events, leadership opportunities, excursions and camping programs.

The school has developed a school-wide approach to student engagement, behaviour and wellbeing with clear expectations, positive outcomes and consequences in place. Parents and families are encouraged to be actively involved and attend our student lead E.Q assemblies.

The school is committed to providing a safe, supportive and stimulating learning environment. A major focus is on the well-being of our students and giving our students every opportunity to have academic success at Mooroopna Park. Traditionally student outcomes have been quite poor and this is an ongoing issue. Going hand in hand with this is the poor attendance data which is a major concern, many strategies have been put into place with limited success. A lunch program is set to commence in term 2, 2019 which aims to help attendance and engagement.

Student Attitudes to School Survey, Staff and Parent Opinion Surveys have consistently shown positive results, indicating that parents, students and staff are generally connected and happy with the school.

2 OUR PHILOSOPHY

PURPOSE/VISION

Mooroopna Park is committed to developing socially well-adjusted children who perform academically to the best of their ability, in a safe, friendly and caring environment and to develop the necessary skills and knowledge to become equal and valued members of the community.

OUR VALUES

Mooroopna Park Primary prides itself on being a very inclusive school. We have high expectations of ourselves and others and this is demonstrated in our school expectations of 'treating others as we would like to be treated'. We persist with our learning and care for ourselves and our school. Our school values of "We are Friendly, Safe and Strong, We Persist with our Learning and We Care for our School" underpin the diversity of our school. Staff and students work together to develop emotional intelligences so that students understand how to have self-control, self-awareness, be motivated, manage relationships, develop empathy and skills of being friendly and strong.

Our Golden Rules comprise that we are;

- Friendly
- Safe
- Strong
- Polite
- Caring
- Truthful



In order to achieve our vision of school improvement, the Effective School's Model is utilised as an organisational framework

3 RIGHTS AND RESPONSIBILITIES

As members of the Mooroopna community, students, teachers, and families have certain Rights and Responsibilities, which are expected to be upheld. It is our basic belief that all teachers have the right to teach, and feel safe and that all students have the right to learn and feel safe, both physically and emotionally. Students, Teachers and Parents all share equal Responsibility in acting in ways that uphold each of our Rights.

4 RULES AND CONSEQUENCES

Rules and Consequences are used to support our Rights & Responsibilities. This occurs via a staged response.

When a student is unable to use self regulating thoughts to manage his/her emotions, and begins to act in a way that threatens our Rights and Responsibilities, then specific consequences and strategies are used to assist that student to regain control of him/herself.

5 WHOLE SCHOOL PREVENTION STATEMENT

Student Welfare is a shared responsibility between school, home and the community. The Principal and the Wellbeing Coordinator will coordinate student welfare across the school. Staff will approach the Principal and Wellbeing Coordinator with concerns they have about individual children.

The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students.

Whole School Prevention Programs to assist student's connections and learning: -

- Use School Wide Positive Behaviour to promote the schools values and expectations to all students. These will be taught directly to the students and reinforced at weekly assemblies, in the newsletter, website and individual classrooms.
- Respectful Relationships and Emotional Intelligence to build resilience, social skills, conflict resolution and problem solving.
- Restorative Justice practices
- Buddy systems
- Student Awards
- Drug Education
- Transition (into, internal, departing)
- Breakfast program
- Healthy Lunch Program
- Play Therapy
- Paediatric Clinic
- Student Support Groups for children – for identified students and those requiring access and participation adjustments in, Out of Home Care, attendance and also Program for Students with Disabilities.
- Classroom Education Support
- Victorian Curriculum's Capabilities Curriculum
- Transition programs with local kindergartens and secondary colleges – plus additional visits for students with individual participation or learning needs or considered 'at risk' of disengagement
- School Chaplain
- Koorie Education Support Officer
- Speech Therapy and Oral Language program

The school will:

- Monitor and respond to protracted student absences.
- Implement Trauma Management plan
- Follow protocols for Mandatory Reporting
- Establish student support groups where necessary

The school will, as required, access outside services to provide support for students and staff which include: -

- Psychologist for psychological and academic assessment
- Students Support Services Officers (SSSO) for assessment and consultation of individual and groups of students
- Mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- Social Workers to provide services such as counselling, social skills and anger management programs
- Youth agencies
- Local parent support groups
- Relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]

- School Nurse

Student data will be collected regarding frequency and types of welfare issues, so as to measure the success of school-based strategies and approaches.

Our school will comply with all privacy issues in accordance with current legislation and departmental requirements – see separate Privacy policy.

6 BEHAVIOUR MANAGEMENT PLANS

Some students may find it hard to control their feelings, which results in unacceptable behaviour. These students require a Behaviour Management Plan that is developed in consultation with parents, class teacher, support workers (if relevant), and the Principal.

From time to time, other students may require additional support due to issues such as changes in circumstances that impact on their emotional wellbeing. All students have an Individual Learning Plan which highlights student wellbeing goals.

All staff will receive a copy of the Plan, so they can reinforce and support behavioural expectations and consequences. Consistency is then maintained for that student across the school.

7 EQUITY

Mooroopna Park Primary School is strongly committed to achieving Equity. Equity means we provide the resources that each individual needs to support emotional, social, behavioural and cognitive wellbeing and growth.

As we believe in treating everyone fairly we acknowledge that we cannot treat everyone the same and that from time to time everyone's needs vary.

8 EXPECTATIONS

The expectations of the school community are:

- That Equity occurs
- Student attendance is at or above 90% (That is no more than 20 school days absent)
- All people respect themselves, others and their environment
- That we value diversity
- That we adhere to Uniform and Sunsmart policies
- That bullying in any form is not acceptable
- That prohibited activities will not occur
- That conduct when travelling to and from school and during school activities will be appropriate
- That students remain in the school grounds unless permitted to leave
- That all staff follow our engagement policy

9 LEGISLATIVE BACKGROUND

Legislation including *The Charter of Human Rights and Responsibilities Act 2006*, *Equal Opportunity Act 2010*, *Disability Discrimination Act 1992*, *Education & Training Reform Act 2006* and Department of Education and Training *Student Engagement Policy Guidelines* are the foundation for our Engagement Policy.

10 BULLYING

It is the right and responsibility of anybody who is aware that bullying is occurring to report it to an appropriate adult. Reporting to the class teacher, duty teacher, Principal, or support staff will ensure action will be taken.

Parents who become aware of bullying are encouraged to report this and can be assured it will be followed up. Victims will be supported. Confidentiality will at all times be respected.

Refer School Anti Bullying Policy (as attached)

11 CYBER BULLYING

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post personal news in blogs (online interactive diaries), use Facebook, send text messages and images via mobile phones, message each other through IM's (instant messages), chat in chat rooms, post to discussion boards and seek out new friends in community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Refer School Bullying and Harassment Policy

12 AGENDA

Student Rights & Responsibilities

In consultation with staff, students and parents, we believe that:

Students have the right:	Students are responsible for:
To be able to participate and learn to their full potential.	Allowing others to participate and learn without interference.
To feel happy and safe in the classroom and yard.	Contributing to the best of their ability in all school activities.
To be accepted as an individual.	Accepting others as individuals with differing backgrounds, personalities and interests.
To be treated and spoken to fairly and respectfully by teachers, students and parents.	Treating and speaking to all members of the school community in a fair and respectful manner.
To learn to play in a clean and tidy environment.	Keeping our school clean by eating food in the designated areas, returning all resources & spaces once used back in their place in a neat and tidy manner, and putting all rubbish in the correct bins.
To ask questions and share ideas.	Listening to and valuing others opinions and ideas.
To be rewarded for 'Doing their best' and making strong choices.	Careful and acceptable use of school facilities and equipment.
To participate in school activities.	Contributing to the physical and emotional safety of people in our school.
	Play safely within the designated areas around the school.
	Being in control of their own thoughts and feelings, making strong choices.
	Coming into class at the beginning of the day

	and after each break on time.
	Being positive ambassadors for the school at all times.
	Wearing correct school uniform and maintaining personal cleanliness.

Staff and Volunteer Rights & Responsibilities

In consultation with staff, students and parents, we believe that:

Staff have the right to:	Staff are responsible for:
To be treated with respect by students, parents and other staff members.	Treating students, parents and other staff members fairly and respectfully.
To feel safe in the school environment.	Maintaining a school environment where all students have the opportunity to learn and play happily without interference from others.
To teach without disruption, in a clean and tidy environment.	Discussing and reinforcing school rules and expectations.
	Displaying consistency in student management dealings.
	Providing appropriate levels of supervision for students both inside and outside the classroom.
	Providing an environment which maximises the opportunity of all students to strive for excellence.
	Contributing to development of quality units of work through team planning sessions.
	Coming to school on time and prepared for effective teaching and learning support.
	Taking into account parent's suggestions and opinions in relation to their child's education.
	Being in control of their own thoughts and feelings.

Parent Rights & Responsibilities

In consultation with staff, students and parents, we believe that:

Parents have the right:	Parents are responsible for:
To know their child is safe.	Being aware of the rules and encouraging acceptable social behaviour.
To be kept informed of their child's learning progress and behaviour at school.	Following children's progress with interest and enthusiasm by participating in scheduled learning and behaviour meetings.
To know where their child is at all times.	Providing the school with up to date contact information.
To know their child is getting an excellent education.	Ensuring children attend school regularly (attendance of 90% or higher) and

	punctually and to provide explanations for all school absences.
To participate in their child's education.	Ensuring their child has enough sleep at night and is provided with breakfast before starting school each day.
To be treated with respect and dignity by students, teachers, support staff, principal, other parents and members of the school community.	Being courteous when dealing with other members of the school community.
	Providing their child with a healthy lunch and snack every day.
	Supporting the schools homework and reading at home philosophy.
	Sending their child to school in correct school uniform.
	Provide positive support to our school, programs and activities.

School Actions & Consequences

Responding to challenging behaviour

Where a student is experiencing difficulty or is 'at risk' in the areas of inclusive participation, engaging in learning and/or the demonstration of challenging behaviour, irregular attendance or other inappropriate behaviours is of concern, an Individual Education (Learning) Plan or an Individual Behaviour Management Plan may be developed.

The establishment of a Student Support Group (SSG) may also be necessary as a school reference point to facilitate staged responses. The makeup of this group would include the student, staff, parents/ carers and Principal/ nominee. Interpreters/ FLOs and KESO may be utilised to enhance student & parent participation. Counsellors or agencies internal or external to the school may provide advice as requested by the SSG.

The Student Support Group is an approach which can be the centrepiece for involving other services to support the student, parent, family and school. Issues are identified and the response to those needs is termed a staged response. Planning, engagement and review ensures all stakeholders are aligned with each other and outcomes are achieved in an efficient, consultative and accountable manner by keeping the student at the centre of all decisions.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

A student may 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.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.



Levels of Student behaviour

Level	Levels of Student Behaviour	Behaviours exhibited at each level
1★Role Model		
	As a student you are: <ul style="list-style-type: none"> Cooperative and self-controlled Respectful to the rights of self and others Working to the best of your ability Following and respecting the school Code of Conduct 	<ul style="list-style-type: none"> School Leadership (House Captain, K-Club) Initiative Sportsmanship Excellent attendance Consistent effort Cooperative behaviour
2.	As a student you are <ul style="list-style-type: none"> Showing minor disruptive behaviours in the classroom or playground, is uncooperative Is disrespectful involved in unintentional harm to others 	<ul style="list-style-type: none"> Makes unacceptable noise in the classroom Using inappropriate language Disrupts learning/play of others Demonstrates uncooperative behaviour Engages in unsafe play Unintentionally hurts others due to careless behaviour Teasing others
3	As a student you are <ul style="list-style-type: none"> Breaches Level 2 behaviour patterns continually Regularly disrupts/ harms other students Infringes upon the rights of others 	<ul style="list-style-type: none"> Continues to demonstrate Level 2 behaviour Disrupts, is rude or insolent Shows poor attitude Refuses to follow instructions Behaves in a manner that infringes upon the rights of others Continues to leaves the classroom without permission Intentionally swears, fights and bullies, including cyber bullying Hurts children and damages school property
4	As a student you are: <ul style="list-style-type: none"> Continues to breach Level 3 behaviour Demonstrates behaviour which may endanger the health of staff or other students 	<ul style="list-style-type: none"> Consistently fails to improve behaviour at Level 3 Continues to ignore the rights of others Demonstrates serious or dangerous violation of the code of conduct Bullying, including cyber bullying Verbal abuse towards an adult Continuing and repeatedly hurting others after intervention and behaviour plan enacted.
5	As a student you are: continuing to perform unacceptable behaviours and no improvement.	<ul style="list-style-type: none"> No improvement in Level 4 behaviours and your behaviour is harmful to the education and safety of others.

MPPS Staff Expectations

In all areas I will	Be Friendly, Safe and Strong	Persist with our Learning	Care for Our School
Staffroom	<ul style="list-style-type: none"> • Clean up after myself • Include others in conversations • Have confidential conversations with door shut and not when visitors are in room • Have positive conversations with appropriate language • Be mindful of others feelings 	<ul style="list-style-type: none"> • Sign in and out each day • Check boards • Check pigeon holes 	<ul style="list-style-type: none"> • Follow the staffroom duty roster • Clean our fridge • Look after equipment • Leave tidy • Wipe down tables
Meeting times/ PD days	<ul style="list-style-type: none"> • Be punctual • Listen to others point of view • Respect all opinions • Have input • Follow meeting protocols • Stick to agenda and time limits • Be considerate of what type of day someone has had • Understand and accept that everyone is different • Communicate positively with colleagues, using appropriate language, tone and body language 	<ul style="list-style-type: none"> • Attend and contribute • Bring a pen and note pad/iPad or required materials • Take things back and implement • Adapt to change by having a go at whole school priorities • Read meeting minutes when circulated 	<ul style="list-style-type: none"> • Implement outcomes from meetings • Give agenda items to Hayden by 12pm on meeting day
Classroom	<ul style="list-style-type: none"> • Keep door closed to avoid straining voice • Dress appropriately • Complete weekly planner and display in classroom • Think about noise level • Look out for each other (i.e. difficult situations) • Share resources • Work as a team • Remain with class at all times 	<ul style="list-style-type: none"> • Follow consistency throughout school e.g.: Noticeboards/planning docs/displays • Display planners • Have appropriate dress and shoes • Actively supervise • Differentiate tasks to suit individual students needs • Be on time and ready to teach or support teaching • Create a learning intention and explicitly teach using modelling 	<ul style="list-style-type: none"> • Use SWPB language consistently • Be tidy and clean • Return borrowed resources to where they belong • Lock up rooms each night • Mark the roll twice a day on ecases • Report OH&S issues and injuries immediately • Have the classroom setup to promote supervision • Work as a team with ES • Follow through on all incidents and report on Gradexpert
Yard	<ul style="list-style-type: none"> • Wear vests and have all yard duty things • Wear appropriate clothing • Be Sunsmart • Be punctual • Actively supervise • Pass on yard duty equipment to next staff member 	<ul style="list-style-type: none"> • Actively supervise 	<ul style="list-style-type: none"> • Know the boundaries • Promote a tidy yard • Be seen picking up rubbish • Keep the children in appropriate areas • Follow through on all incidents and report on Gradexpert
Out of school hours	<ul style="list-style-type: none"> • Have a work/life balance • Exercise • Have a hobby or special interest • Maintain a fit and healthy lifestyle • Promote school in a positive way • Keep conversations constructive about staff and students in public forums 	<ul style="list-style-type: none"> • Complete professional reading 	<ul style="list-style-type: none"> • Promote the school in a positive way • Attend school functions • Give notice asap if absent or running late • Be mindful of how my behaviour/actions may reflect upon the school
Excursions/ Camps	<ul style="list-style-type: none"> • Get enough sleep • Share the roles • Come with necessary equipment • Support each other with duties • Bring all medical requirements 	<ul style="list-style-type: none"> • Take things away from the experience 	<ul style="list-style-type: none"> • Represent the school well • Follow protocols
APT	<ul style="list-style-type: none"> • Use well/ productively • Support the schools programs/planning • Share the workload around • Find an appropriate working area • Plan in teams • Share resources • Have materials organised in advanced 	<ul style="list-style-type: none"> • Organise lessons • Use my private mobile phone in break times only 	<ul style="list-style-type: none"> • Use my time well • Have planners done in advance
Office/Admin	<ul style="list-style-type: none"> • Communicate timetable changes to appropriate staff • Discuss students and families confidentially and respectfully 	<ul style="list-style-type: none"> • Phone through urgent messages to the classroom • Check e-mails daily • Familiarise volunteers and CRT's with students and school expectations 	<ul style="list-style-type: none"> • Replenish resources • Use SWPB language consistently

MPPS Student Expectations

In all areas I will	Be Friendly, Safe and Strong	Persist with our Learning	Care for Our School
Learning Environments 	<ul style="list-style-type: none"> • Respect others • Encourage and include others • Be courteous; knock before entering a room • Not interrupt • Take turns and cooperate • Follow teacher's instructions • Walk inside • Use equipment safely • Sit on chairs correctly • Keep hands and feet to myself 	<ul style="list-style-type: none"> • Arrive to school on time • Be prepared and ready to learn • Do my best • Take pride in my school work • Take responsibility for my actions • Follow class rules • Be a problem solver • Allow teachers to teach and students to learn without interrupting • Participate in individual or group activities 	<ul style="list-style-type: none"> • Look after school property and equipment • Respect other people's belongs • Keep classroom and shared learning areas tidy • Keep walkways clear • Use sports equipment correctly • Care for our school gardens
Playground & Sporting Areas	<ul style="list-style-type: none"> • Play safely • Play in the right area • Walk around and between buildings • Put all rubbish in bins • Wear shoes at all times • Keep hands and feet to myself • Remain in school grounds at all times • Cooperate and include others • Respect school neighbours • Use positive and appropriate language 	<ul style="list-style-type: none"> • Be a problem solver • Try new games and activities • Be a good sport • Look after equipment • Seek sports monitors for help • Be honest • Share equipment • Self- umpire • Show 'role model' behaviour as a House Captain, a School Captain and a senior student 	<ul style="list-style-type: none"> • Care for sporting equipment and school property • Play safely • Be a good sport • Treat our trees and gardens with respect • Walk around the pathways • Play on the climbing frames with care • Take turns on slides; one child at a time • Return the sand play equipment • Wear a hat from 1st Sept to 1st May
Assembly & Gatherings	<ul style="list-style-type: none"> • Enter and exit quietly • Sit with my class group • Sit with my legs crossed • Keep hands and feet to myself • Speak only when requested 	<ul style="list-style-type: none"> • Sing the national anthem and the school song • Listen attentively • Sit quietly • Be aware of others personal space • Show presenters respect • Use appropriate applause 	<ul style="list-style-type: none"> • Respect presenters by providing my full attention; listening and using eye contact • Keep assembly area tidy • Listen to staff member's instructions • Sing in a respectful manner • Remove hat for the national anthem
Toilets & Taps	<ul style="list-style-type: none"> • Respect others privacy • Use toilets and sinks as intended • Practise good hygiene • Walk around the toilet areas • Queue for drink tap in an orderly fashion 	<ul style="list-style-type: none"> • Go to the toilets at recess and lunchtime rather than during class time. • Be quick and return to class 	<ul style="list-style-type: none"> • Flush Toilet • Respect Privacy • Keep toilet area clean • Respect school property • Conserve water • Turn off taps after use
Lining Up, Hallways & Going Places	<ul style="list-style-type: none"> • Walk in orderly fashion • Keep Hands and feet to myself • Sit/Stand in allocated area • Use ramps, steps and paths appropriately • Let visitors and adults through the doors first. 	<ul style="list-style-type: none"> • Arrive on time • Respect others right to learn • Walk quietly in hallways so that classes are not disturbed. • Be aware of the need to be safe and sensible. 	<ul style="list-style-type: none"> • Walk quietly between and around buildings and classrooms • Respect personal space of others • Respect displays • Walk together as a group • Use your manners – say please and thankyou at the office
Bus	<ul style="list-style-type: none"> • Remain in allocated area; stay behind the barrier • Keep hands and feet to myself • Use appropriate language and volume • Queue for bus in an orderly fashion 	<ul style="list-style-type: none"> • Follow instructions the first time. 	<ul style="list-style-type: none"> • Respect bus driver and other bus travellers • Practise safety • Wear seat belts if supplied. • Remain seated until bus stops • Be punctual
Eating	<ul style="list-style-type: none"> • Always be seated when eating • Eat only my food • Take home my uneaten food 	<ul style="list-style-type: none"> • Make healthy choices about food, fresh fruit • Recognise foods which are treats • Understand that food gives me energy and helps with my learning 	<ul style="list-style-type: none"> • Eat inside, when outside I eat in the allocated area • Put my rubbish in the bin
Wider community	<ul style="list-style-type: none"> • Walk bike / scooter in the school grounds, to and from the bike shed • Wear the school uniform with pride • Use school crossing and obey the crossing supervisor • Follow road rules • Follow teacher instructions the first time 	<ul style="list-style-type: none"> • Be a respectful listener. Ask questions when on excursions, but be mindful of others • Wear the school uniform with pride 	<ul style="list-style-type: none"> • Set a good example for other students • Wear the school uniform with pride • Use good manners at all times • Care for myself and others • Respect neighbours privacy and property • Keep the school tidy
Supported play	<ul style="list-style-type: none"> • Be sensible and strong • Take turns at all times 	<ul style="list-style-type: none"> • Follow teacher instructions • Play by the rules 	<ul style="list-style-type: none"> • Pack up equipment and leave the room tidy for others to use

Parent Input

Mooroopna Park Primary School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

1. Ensuring all parents/carers are aware of the school's Student Engagement Policy
2. Conducting effective school-to-home and home-to-school communications
3. Providing volunteer opportunities to enable parents/carers and students to contribute
4. Involving families with homework and other curriculum-related activities
5. Involving families as participants in school-decision-making
6. Co-ordinating resources and services from the community for families, students and the school
7. Involving families in Student Support Groups

NOTE:

- 1) If a child is removed to the office the Principal will decide whether it is also appropriate to organise a meeting with the classroom teacher, the child and his/her parents to discuss their classroom behaviour.
- 2) When determining whether Suspension will be used as a consequence for a child removed to the office, the Principal will take into account –
 - i. the severity of the incident
 - ii. whether the behaviour has been addressed previously.

This policy should be read in conjunction with all other school policies, particularly the following attachments:

- Anti Bullying
- Attendance
- Drug Education
- Multicultural Diversity
- Student Dress Code and Uniform
- Student Welfare
- Mandatory Reporting

REVIEW CYCLE

Date Implemented	September 2016
Approved By	School Council
Date Reviewed	March 2019
Responsible for Review	School Council
Review Date	May 2021