

Ocean Grove Primary School

Student Engagement Policy



	TABLE OF CONTENTS	
SECTION 1	SCHOOL PROFILE STATEMENT	
SECTION 2	WHOLE SCHOOL PREVENTION STATEMENT	
	a) Preventative School Culture. b) Restorative Practices. c) Whole School Wellbeing.	
SECTION 3	RIGHTS AND RESPONSIBILITIES	
	a) Student Rights and Responsibilities. b) Parent Rights and Responsibilities. c) Teacher Rights and Responsibilities.	
SECTION 4	SHARED EXPECTATIONS	
SECTION 5	SCHOOL ACTIONS AND CONSEQUENCES	
	a) Our Beliefs about Behaviour and Learning. b) Beliefs about Behaviour. c) Beliefs about Learning. d) Supportive School Environment. e) Student Support Services. f) Extracurricular Activities.	
SECTION 6	BEHAVIOUR MANAGEMENT	
	a) Classroom Behaviour Expectations Flowchart b) Table of School Wide Positive Behaviour Expectations c) Table of Consequences for Inappropriate Behaviours d) Development of Advocacy Program e) Playground Rules @ OGPS	

SECTION 1 SCHOOL PROFILE STATEMENT

Ocean Grove Primary School is situated on the Bellarine Peninsula. It is a coastal town of approximately 12,000 people within the municipality of the City of Greater Geelong. The school has an increasing enrolment with a consistent enrolment of 650 students. The school aims to provide a safe and supportive environment which promotes and encourages a positive approach to behaviour and learning.

SECTION 2 WHOLE SCHOOL PREVENTION STATEMENT

a) Preventative School Culture

The foundation of our positive school culture is the provision of a caring and dynamic learning environment that enhances learning, personal growth and well-being and creates a stimulating, safe and supportive environment for all staff, students and school community members. All members of the school community have an active voice which provides opportunities for meaningful contribution to the school, allowing for every opportunity to meet their personal and educational potential.

b) Restorative Approach

A key component of the school's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour through student management practices based on a restorative approach. Professional Learning is provided for all staff in this area facilitating the development of a culture of consistency and fairness across the school. Coaching and mentoring from the school leadership team is a component of this.

c) Whole School Wellbeing

The school endeavours to promote the well-being of the school community members in all aspects of schooling. A school wide positive behaviour program with the aim of identifying 'at risk' students and setting up support groups for them as they transition through the school exists.

The school ensures it is responsive to students' educational, social, emotional, cognitive and cultural needs through the provision of:

- Inclusive and engaging curriculum and teaching.
- Initiating and maintaining constructive communication and relationships with students and parents / carers.
- Promoting life skills based on the SEL wheel
- Providing a strong leadership role in implementation and communication to the school community.
- Ensuring consistency and fairness in implementing the school's Strategic Plan.
- Communicating high expectations for individual achievement and behaviour.
- Reviewing and monitoring the effectiveness of school practices and their impact on student learning.
- Supporting staff in ensuring best practices and facilitating professional development to improve the skills of staff.

Ocean Grove Primary School provides a broad range of programs and activities to foster and promote student engagement and to cater for individual interests and needs. These programs and activities are embedded across the curriculum, with a strong school culture and tradition in sport, visual and performing arts, STEM and Digital technologies. The Victorian curriculum is also supported by the development of the OGPS SEL Wheel.

SECTION 3 RIGHTS AND RESPONSIBILITIES

All members of our school community have the right to be treated with respect and kindness. We all have the right to work in a supportive and caring environment where we feel safe and valued and are able to perform tasks without disruption. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

a) Student Rights and Responsibilities

Students have the right to:

- Be safe.
- Be respected and treated with kindness and fairness as individuals.
- Learn and play without interference.
- A fair and equitable share of school resources.
- Learn in a safe, clean and ordered environment.
- Express feelings and opinions confidently.
- Expect that rules are fair and consistent.
- Be valued as a unique individual.
- Be consulted and have a 'voice' in relevant decision making.

Students are responsible for:

- Respecting the rights of others.
- Their own actions and decision making.
- Obeying the school rules and accepting the consequences of their own actions.
- Allowing others to learn and play without interference.
- Value others and celebrate our similarities and differences.
- Work to achieve personal best and allow others to do so too.
- Participating to the best of their abilities in all areas of the curriculum.
- Their personal and school/community property.
- Demonstrating respect for school facilities and environment.
- Being polite and courteous to all members of the school community.
- Maintaining school standards of dress in accordance with the Uniform Policy.
- Acceptable behaviour in the community and on excursions.

b) Parents' Rights and Responsibilities

Parents have the right to:

- Be treated with respect and have opinions valued.
- Be informed about their children and what is happening in the school.
- Be part of the decision-making process of the education of their child and assist in the formulation of school policies.
- Know that their child is in a safe, supportive environment.
- Know their child is learning to his/her full potential.
- Know that their child is going to a school that values pride in achievement, personal best and the SEL framework.

Parents are responsible for:

- Respecting the rights of others.
- Showing an active interest in their child's schooling and progress.
- Co-operating with the school to achieve the best outcomes for their child.
- Supporting school staff in maintaining a safe and respectful learning environment for all students.
- Initiating and maintaining constructive communication and relationships with school staff regarding their child's learning, well being and behaviour.
- Contributing positively to IEP, Wellbeing and SEL support plans that concern their child.

c) Teachers' Rights and Responsibilities

Teachers have the right to:

- Feel valued as a person and as a professional.
- Teach and supervise free of unnecessary disruption.
- Work in a safe, supportive and stress free environment.
- Have access to adequate resources to facilitate programs.
- Have the opportunity for professional learning.
- Have their property respected.
- Work in a clean, orderly environment that is appropriate to learning.
- Be given the opportunity to make arrangements for discussions and meetings with community members prior to their occurrence.
- Implement the Student Engagement Policy and Behavioural Strategies which support this in the classroom and school yard.
- Set behavioural boundaries and consequences.

Teachers are responsible for:

- Respecting the rights of others.
- Valuing others in the school community and ensuring a professional attitude to their work.
- Providing a quality education program.
- Promoting a safe, supportive environment for others.
- Carrying out a program that caters for every child in their class.
- Their own professional learning.
- Respecting the property of others.
- Promoting a clean, ordered environment that is appropriate to learning.
- Being available at appropriate times for meeting with community members as arranged.

SECTION 4 SHARED HIGH EXPECTATIONS

At Ocean Grove Primary School there are a number of guiding principles by which our shared high expectations are developed:

- High standards of personal achievement, behaviour and expectations.
- Effective teaching, inclusive and engaging curriculum and respectful relationships between staff, students and families.
- Positive behaviour enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contributing to positive behaviour in the school.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- The school will provide a safe and supportive learning environment.

All school expectations at Ocean Grove Primary School are developed in consultation with members of the school community, including our school council, student leadership, parents and carers.

As such all members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

a) Expectations - Student

All students are expected to:

- respect, value and learn from the differences of others.
- have high expectations that they can learn.
- reflect on and learn from their own differences.

Behavioural Expectations

Students are expected to:

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

b) Expectations – Parents/Carers

Engagement

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

Attendance

- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

- Parents / carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

c) Expectations – Teachers

Teachers are expected to:

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Collaborate with the Ocean Grove Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

That teachers:

- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends students' learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice and agency, developing a positive school culture in and outside the classroom.

Attendance

In compliance with DET procedures Ocean Grove Primary teachers will:

- Promote regular attendance with all members of the school community.
- Monitor and follow up on absences.

Behaviour

- Ocean Grove Primary School staff will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues.
- All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect.
- Ocean Grove Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

d) Expectations – School Leadership Team

The School Leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours.

The School Leadership team will:

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students.
- Teach students social competencies through the Victorian curriculum content and pedagogical approach.
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.
- Involve appropriate specialist expertise where necessary.

SECTION 5 SCHOOL ACTIONS AND CONSEQUENCES

a) Our Beliefs about Behaviour and Learning

Ocean Grove Primary School aims to provide a safe, challenging and supportive environment which promotes and encourages a positive approach to behaviour.

Appropriate student behaviours are based on cooperation, mutual respect and self-discipline and will promote positive and non-discriminatory relationships. The school assists students to understand and be able to apply values such as care and compassion, doing your best, a fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

Staff and students at Ocean Grove Primary School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. Ultimately, each individual must be responsible for their own behaviour.

b) Beliefs about Behaviour

At Ocean Grove Primary School, this means that:

- Teachers and other adult staff at the school can, and do, influence student behaviours and that through explicit teaching assist students to become self-aware and socially responsible.
- The ultimate goal of schooling and of behaviour support is for students to become self-managed, self-directed life-long learners.
- The building of relationships between teachers, students and parents/carers has a direct impact on improvement in the standards of student behaviour.
- All members of the school community have the right to feel safe within the school grounds.
- The rights, roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated.
- We focus on policies that are proactive and oriented towards prevention and intervention.
- All forms of behaviour are some form of communication.

c) Beliefs about Learning

At Ocean Grove Primary School, this means that:

- Education is a life-long process.
- Gender is not a determinant of capacity to learn.
- Children with disabilities are encouraged to access all educational opportunities.
- Children learn at different rates and in different ways.
- Students, parents/carers and teachers are part of a team.
- The school is a focal point of the community.
- Children learn by a variety of activities.
- An educationally stimulating environment enhances learning.
- The learning environment encourages children to feel 'safe' to take risks in their learning.
- Learning needs to be timely, authentic, relevant and engaging.
- Applied learning, including the use of ICT is critical for 21st century global connections.

d) Supportive School Environment

Ocean Grove Primary School is committed to providing the best possible educational outcomes for the child as an individual within a supportive school environment.

This means that our school will:

- Promote SEL as the foundation for children to succeed at OGPS
- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents / carers.
- Play a strong leadership role in implementing and communicating to the school community.
- Ensure consistency and fairness in implementing the school's Strategic Plan.
- Community high expectations for individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring best practice and facilitate professional development to improve the skills of staff.

e) Student Support Services

Student Support Services which support and enhance this.

At Ocean Grove Primary School, we believe that a team approach to behaviour support is necessary to achieve the best possible learning and behavioural outcomes for students. A team approach would include the involvement of school administrators, staff, students, parents/carers, members of the wider community and personnel from other agencies. These support mechanisms can be used to ensure our school is a happy and safe environment. All approaches to these agencies should be made through the Principal or Assistant Principal to ensure the required protocols are followed.

Geelong and Bellarine Network Staff support available from – <ul style="list-style-type: none">• Psychologists• Speech Pathologists• Social Workers• Visiting Teachers• Student Welfare Consultants Program for Students with Disabilities. Ocean Grove Community Health Centre. Drug Education Facilitators. South Western Regional Office.	Chaplain – Rhonda Stubbings. Mental Health and Wellbeing Co-ordinator - Andy McNeilly (DET Pilot program for 2021) School based programs such as Seasons (for children who have encountered trauma). Promote the SEL Wheel Promote healthy eating Student Voice and Agency.
---	--

f) Extracurricular Activities

At Ocean Grove Primary School, we promote a sense of belonging and learning enrichment through the provision of extracurricular activities. We believe that this provides students with the opportunity to achieve success and enhance their learning through a variety of programs aimed at catering for individual learning styles and interests.

Stephanie Alexander Kitchen Garden program
Premier's Reading Challenge
School Leaders (Middle School and Yr 6)
Rotary Community Awards (Yr 6)
Swimming and Surfing Programs
Choir/Band
Individual Music Lessons
Chess
Debating
Camps Program
Running Club
Art Club
Tinkering Club
Play Pod run by Peer Mediators
Representative sport
House Celebration Day

SECTION 6 BEHAVIOUR MANAGEMENT

At Ocean Grove Primary School, we are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

A) Classroom Behaviour Expectations Flowchart



O.G.P.S Behaviour Expectations Flowchart

Encourage and Acknowledge

Staying on task
Active listening
Meeting class expectations
Making good choices in difficult situations
Quality of learning effort
Assisting others in the classroom/yard
Self monitoring
Respecting others

Ignore, remind and redirect

Calling out during class discussions
Consistent interrupting
Off-task during work time
Off-task talking
Distracting others and preventing others
from learning

Level 1 and 2
Consequence

Step in and Stop!

Bullying Swearing
Stealing Self-harm
Punching, kicking, throwing, spitting, biting
Destroying other's work or school property
Ignoring instructions
Inappropriate comments

Level 3 - 5
Consequence



2021 OGPS WHOLE SCHOOL WIDE POSITIVE BEHAVIOUR EXPECTATIONS

AREA	Respect Looking after others, yourself and property	Responsibility Behaving sensibly, making smart choices and using learner agency	Resilience Coping with unexpected changes and challenges	Rights Knowing what you can do, say and expect
Always At OGPS we demonstrate...	<p>Self-awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>Self-management - The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p> <p>Responsible decision making - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p> <p>Social awareness - The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p> <p>Relationship skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>			
Inside (Learning Environments)	<ul style="list-style-type: none"> - Respect thoughts and opinions - Respect all property and belongings - Respect yourself and others 	<ul style="list-style-type: none"> - Follow your classroom expectations - Be ready to learn - Make excellent learning choices 	<ul style="list-style-type: none"> - Mistakes are welcome as long as we learn from the - If things don't go your way, bounce back and look for a solution - Have a growth mindset 	<ul style="list-style-type: none"> - Expect to be supported with your learning - Expect to be challenged - Expect a positive learning environment
Outside (Learning environments, playground)	<ul style="list-style-type: none"> - Play safely and respectfully - Respect equipment - Be inclusive - Have fun - Respect others' learning and facilities when transitioning around the school 	<ul style="list-style-type: none"> - Wear your hat in Term 1 and 4 - Be water wise - Be responsible with equipment and the natural environment (eg: do not throw sticks and stones) - Use toilets appropriately - Transition responsibly 	<ul style="list-style-type: none"> - Negotiate with your friends - Be an upstander and help your peers - Find a peer mediator to help - Have a growth mindset 	<ul style="list-style-type: none"> - Expect to be safe - Expect to be supported - Expect to be challenged
Digital technologies	<ul style="list-style-type: none"> - Respect digital technologies - Respect your digital footprint - Interact respectfully with others 	<ul style="list-style-type: none"> - Follow the BYOD User Agreement - Behave responsibly - Be kind to others 	<ul style="list-style-type: none"> - Be patient - Be a problem solver - Use a growth mindset 	<ul style="list-style-type: none"> - Expect to use digital technologies to enhance your learning - Expect to feel safe
Within the community (camps, excursions, sport, etc)	<ul style="list-style-type: none"> - Respect community members - Respect community facilities 	<ul style="list-style-type: none"> - Be proud to represent our school - Demonstrate excellent sportsmanship 	<ul style="list-style-type: none"> - Have a growth mindset - Bounce back when faced with challenges 	<ul style="list-style-type: none"> - Expect everyone to be on their best behaviour - Expect to be proud of our school

This framework requires reading in conjunction with all other school policies. They can be found on the school [website](#).

C) Table of Consequences for Inappropriate Behaviours

LEVELS	Examples of inappropriate behaviour	Range of Possible Consequences – Teacher to choose most appropriate consequence
Level 1	<ul style="list-style-type: none"> No wearing a hat in playground (Term 1 & 4) Entering buildings without permission Playing in toilets Playing unsafe games Not showing respect to peers and all adults Inappropriate classroom behaviour - calling out/disrupting the class or other children's learning 	<p>Classroom / Specialist teacher</p> <ul style="list-style-type: none"> Sit in shade area near LIBRARY Verbal correction or reminder Verbal or written apology Recess or lunchtime discussion with teacher Restorative conversation Move seat in classroom Child works at table by him/herself
Level 2	<ul style="list-style-type: none"> Repeated level one offences Swearing Deliberately disobeying a staff member's instructions/requests. Deliberate teasing or harassment to another student or teacher Regularly disregarding playground boundaries Ongoing Inappropriate classroom behaviour calling out/disrupting the class or other children's learning 	<p>Classroom / Specialist teacher</p> <ul style="list-style-type: none"> Verbal correction or reminder Communicate with parent/carer Written or verbal apology Restorative conversation Walk with teacher at lunchtime or playtime Time out in classroom Complete 'Making it Right' sheet (P-2 3-6 sheet) Record onto Sentral and alert appropriate staff
Level 3	<ul style="list-style-type: none"> Repeated Level 2 offense Deliberate inappropriate use of resources / facilities / equipment (eg: deleting someone else's work) Physical harm to another student Interfering with another person's belongings Damaging others or school property Sharing of offensive materials Bullying 	<p>Facilitator/AP/Principal</p> <ul style="list-style-type: none"> Parental notification and interview Sent to Facilitators/ AP/Principal Lunchtime detention in Principal's Office Note on Sentral Behaviour plan implemented Complete 'Making it Right' sheet (P-2, 3-6 sheet) Record onto Sentral and alert appropriate staff
Level 4	<ul style="list-style-type: none"> Repeated level 1-3 behaviour subsequent to ongoing support and behaviour plans Ongoing teasing, harassment or bullying to another student or teacher, relational aggression including exclusion and ignoring Offensive behaviour towards a teacher Continuously disobeying a staff member/s instructions/requests Vandalism or wilful damage to property, resources equipment Reckless and/or dangerous behaviour Bullying 	<p>AP/Principal</p> <ul style="list-style-type: none"> Suspension or Expulsion from Ocean Grove Primary School DET Suspension Policy Parents/Carers notified and interview Payment for damage Additional consequences to be decided by Prin/AP Record onto Sentral, complete DET documentation and alert appropriate staff
Level 5	<ul style="list-style-type: none"> Repeated level 1-4 behaviour subsequent to ongoing support and behaviour plans. Criminal offence, wilful damage to property/resources/equipment (including laptops and iPads) Major theft (e.g. Laptop/iPad theft) Physical harm to another student or adult Ongoing swearing or disrespect to other students or adults. Bullying 	<p>Principal discussion & consequences</p> <ul style="list-style-type: none"> Suspension or Expulsion from Ocean Grove Primary School. DET Suspension Policy Referral to police Parental notification and interview Payment for damage by family Record onto Sentral and DET documentation

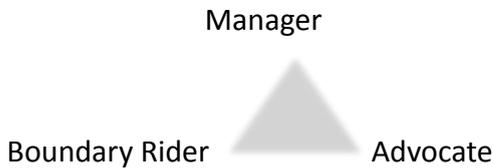
*****For inappropriate use of ICT see [BYOD User Agreement](#)**

D) Development of Advocacy Program

Not all students will change their behaviour based on a strongly positive school culture. A small group will need further assistance in the form of the Advocacy Program.

The Advocacy Program is a group of three adults, who between them, care for the learning and emotional needs of a group of students as well as being the main link point for family liaison. Ideally the three staff continue with the same group of students throughout their time at the school.

Most students will be able to relate to all three teachers. Some students however are unable to hear mixed news (praise as well as suggestions) from the one person. For these students we split the roles of the Advocacy Program into:



The ‘boundary rider’ puts consequences in place. The ‘advocate’ engages and supports the student and removes themselves whenever possible, from disciplinary processes. ‘Managers’ oversee the process and have the final say in the event of professional differences about student management.

E) Playground rules @ OGPS

The OGPS Playground Rules are prominently displayed in various areas of the school environment.

PLAYGROUND RULES @ OGPS

Be respectful, kind and inclusive at all times.

- Students are not allowed inside at recess or lunch time unless with a teacher.
- Students are to stay in the school grounds at all times.
- The toilets are not a play area.
- All games/activities are to be played in a safe manner in the appropriate areas.
- No climbing trees, playing with sticks and stones or throwing sand.
- Respect the School environment and equipment
- No Brandy, DodgeBall, British Bulldog, Around the School Tiggy or similar games.
- NO HAT, NO PLAY during term 1 and term 4 - go to the Library synthetic grass area.

Evaluation

This policy will be reviewed as part of the school’s annual review cycle.

Policy Review and Approval

Policy last reviewed	November 2021
Approved by	School Council
Next scheduled review date	November 2022