
Student Engagement Policy 2018

Cobram Special School

5147



Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	✓
		Leah Willis 16/02/2018

Student Engagement Policy



The school's vision is to provide positive learning experiences, which allow students to achieve their optimum level of academic, social, emotional and physical independence through its values of Respect, Safety and Try Your Best.

SCHOOL PROFILE STATEMENT

Cobram and District Specialist School was established in 1978 in Cobram, located on the Murray River, 280 kilometers from Melbourne.

The school's vision is to provide positive learning experiences, which allow students to achieve their optimum level of academic, social, emotional and physical independence.

The school aims to ensure that its values of *Respect, Safety and Try Your Best* underpin all activity of the school.

The school has made a concerted effort towards developing a whole-school approach to Behaviour Management through the implementation of Positive Behaviour Support. Through the Positive Behaviour Support program, school values are taught, explicitly, on a weekly basis.

Fifty one students are enrolled on a full time basis and three part time. To be eligible to attend the school, students are assessed by a psychologist and diagnosed with an Intellectual Disability.

Each child has an Individual Learning Plan. Parents and teachers set the goals during the Student Support Group meetings.

The school's curriculum supports achievement at different stages of learning as defined by the Victorian Curriculum A-D and F-3. Other key components of the school's program include specialist classes in Art and Physical Education. These are complimented by a range of additional learning experiences including Literacy support (Jayne Farrall's Four Block Model), speech therapy, occupational therapy, camps, excursions, community and environmental projects. Students are organised into five classrooms, each catering for students of different age or need. Each year, the school makes use of resources and facilities from other local schools, service organisations and health experts to support its programs.

Students take part in inclusion programs with Cobram Anglican College and St Joseph's Primary School. We have a close connection with Verney Rd. School, Belvoir and Wangaratta Specialist schools. Interschool sports such as swimming, athletics, cross-country, soccer and basketball occur throughout the year.

The school's facilities include five classrooms, art/music room, sensory room and a multipurpose facility, which includes a separate kitchen. Students have access to ICT with students in the middle and senior years having one on one computer access. The school's external facilities include playground equipment, an asphalt open play area and a sensory garden. The school is adjacent to Cobram Primary School. Due to the small outside area, we have use of Cobram Primary School's oval and play ground.

The school's leadership comprises of the Principal, a Leading Teacher and Learning Specialist. There are three other full time teachers and two part time teachers, eleven Education Support Staff and a business manager. Teachers and ES staff work together with health experts to plan and implement programs. A speech pathologist and occupational therapist visit the school, once a fortnight, and a physiotherapist, once a term. The School Council oversees the governance of the school and ensures the teachers have the resources and facilities to provide quality educational programs for the students. In 2015, a fundraising subcommittee was established. As well as raising funds for the school, the committee assists in functions, throughout the year.

The school has a successful VCAL program. The senior unit is divided into VCAL and Independent Living Skills.

WHOLE SCHOOL PREVENTATIVE STATEMENT

Cobram & District Specialist School aims to provide positive learning experiences which allow students to achieve their optimum level of academic, social, emotional and physical independence.

We are committed to promoting gender equality and respectful relationships in our school.

Cobram and District Specialist School (CDSS) is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

CDSS has zero tolerance for child abuse.

CDSS is committed to providing a child safe environment where children and young people are safe and their voices are heard about decisions that affect their lives. Every student at our school has an intellectual disability and most endure co-morbidity. This is an added layer of vulnerability. Particular attention will also be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds.

Every person involved in CDSS has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Cobram & District Specialist School community values are:

- Respect, Safety and Try Your Best

Individual Learning Plans focus on student learning, the development of social competence and increased independence.

Other supportive programs incorporated into the classrooms include:

- Whole school behaviour management program consisting of rewards for positive behaviour and setting out clear consequences for inappropriate behaviour both in the yard and in the classroom.
- Individual behaviour support plans
- Weekly Positive Behaviour Support, Yard and Bus awards (Respect, Safety & Try Your Best)
- Implementation of whole school behaviour support program
- Modified student program
- "Go For Your Life" school program.
- Health and Human Relationships (drug and sex education)
- Blueearth promoting teamwork and resilience.
- Vocational program (work experience and safe at work program)
- Duke of Edinburgh, Compass and Bridge awards

The school has three staff on duty during the recess and lunch breaks to ensure the support and safety of all our students with varying abilities, in such a small environment.

A multipurpose room allows outside programs to run on wet days.

The school has access to Departmental Support Staff who are involved in supporting the staff with the development of behaviour strategies for whole classes as well as individual students.

The school has a welfare worker who supports students, parents and staff.

Bullying

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Cobram & District Specialist School provides a positive culture where bullying is not accepted. All will have the right of respect from others, the right to learn or teach and the right to feel safe and secure in their school environment.

The school provides programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Individuals identified as displaying bullying behaviour will receive positive counselling from the teacher, welfare worker or Principal, aimed at improving behaviour.

Goals and strategies will be put in place to assist students to meet their needs without bullying others.

Victim reports will be taken seriously. Students will receive social skills education through classroom programs that will provide them with strategies to help them deal with bullying behaviour.

Cyber Bullying

Cyberbullying, sexual predation, identity theft and accessing and sending inappropriate images and content are some of the real cyber safety risks facing young people today.

To reduce our students' exposure to these risks, and to help the whole school community embrace the benefits of technology, our school has eSmart accreditation.

Embracing technologies is a very positive aspect of our school community. Interactions between students via mobile phone, ipod, other mobile devices and websites are an everyday occurrence for most students. While most of these interactions are positive, there are increasing reports that these technologies are being used to harass and intimidate others – cyber bullying.

Staff and students have the responsibility to ensure they are not involved in cyber bullying and do not breach the privacy of the school community.

Attendance

Regular school attendance enables students to maximise their full potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

RIGHTS AND RESPONSIBILITIES

Students, Parents and teachers all have rights and responsibilities at Cobram & District Specialist School. The Student Engagement Polity is based on the following principles:

<u>Rights</u>	<u>Responsibilities</u>
<p>Students</p> <ul style="list-style-type: none"> • All students are to be valued and treated with respect. • Students have the right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference. 	<ul style="list-style-type: none"> • keep themselves and others safe • care for themselves, other students, staff and school property • behave in socially acceptable ways, both within and outside school • know the school rules
<p>Staff</p> <ul style="list-style-type: none"> • All staff are to be valued and treated with respect. • Teachers have the right to teach in an atmosphere of order and cooperation. 	<ul style="list-style-type: none"> • create a learning environment that is engaging and interesting for all students • be understanding, fair and consistent • promote and model positive behaviour and give attention to positive behaviour • to work together with the student's family to develop an appropriate individual learning plan • create a learning environment that is engaging and interesting for all students • implement individual behaviour support plans as deemed necessary • Principal and Staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently.
<p>Parents</p> <ul style="list-style-type: none"> • Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. 	<ul style="list-style-type: none"> • Parents have an obligation to support the Principal and Staff in their efforts to maintain a productive teaching and learning environment. • Ensure their child attends school • Support the schools Engagement Policy • Keep the school informed of any changes to a student's individual circumstance which may affect their education or wellbeing.

SHARED EXPECTATIONS

Staff

Cobram & District Specialist school staff is expected to provide an educational environment that ensures all students are valued and cared for, feel part of the school and can engage effectively in their learning and experience success.

This is achieved by:

- Developing an Individual Learning Plan for every child in the school
- Providing an engaging and challenging program
- Display positive behaviour
- Fostering relationships with the community
- Building a culture around the schools values
- Providing student services
- Valuing parent input into their child's learning

Students

Students are expected to:

- Attend regularly
- Participate in all school programs
- Display positive behaviour
- Respect the rights of others including teachers and parents
- Respect and value school resources
- Contribute to the development of school rules and support them

Parents

Parents are expected to:

- Ensure their children are attending school
- Cooperate with requests from the school
- Communicating regularly with the school regarding their child's learning and wellbeing
- Support the school in maintaining a safe and respectful learning environment for all students

Principal

The Principal is expected to:

- Provide leadership to staff and students
- Ensure staff, students and the wider school community understands their expectations
- Ensure staff and students have the resources and equipment to assist them in the process of teaching and learning
- Encourages the participation of parents

ACTIONS AND CONSEQUENCES

A positive school environment needs to be supported by consistent and shared expectations. Positive behaviours are most effectively supported through relationship-based whole-school classroom practices.

Expectations	Behaviours exhibited at each level	Consequences of Behaviour
<ul style="list-style-type: none"> • Respect • Safety • Try Your Best 	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • Respect and Consideration of others • Excellent attendance • Consistent effort • Pride in our school environment 	<ul style="list-style-type: none"> • Awards and achievement certificates • Participation in all School activities Including camps Excursions and classroom rewards • Represents the school positively within the community • Positive feelings such as happiness • Student of the week award • Yard award • Bus award

Level	Levels of student behaviour	Behaviours exhibited at each level	Consequences of Behaviour
1	<p>The student sometimes:</p> <ul style="list-style-type: none"> • Shows minor disruptive behaviours in the classroom or yard • Is cooperative • Is disrespectful • Has been involved in unintentional harm to others 	<p>The students sometimes:</p> <ul style="list-style-type: none"> • Makes unacceptable noise in the classroom • Disrupts learning/play of others • Demonstrates uncooperative behaviour • Engages in unsafe play • Unintentionally hurts others due to careless behaviour • Teasing others 	<ul style="list-style-type: none"> • Reminding the student of the expectations and making positive choices • Redirection to task or game • Sitting out within classroom or yard • Monitor behaviour
2	<p>The student continually:</p> <ul style="list-style-type: none"> • Breaches Level 1 behaviour patterns or exhibits Level 2 behaviour • Regularly disrupts/harms other students • Infringes upon the rights of others 	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrates Level 1 behaviour • Disrupts, is rude or insolent • Shows poor attitude • Refuses to follow instructions • Behaves in a manner that infringes upon the rights of others • Leaves the classroom without permission • Swears 	<ul style="list-style-type: none"> • Restorative chat • Time Out at lunchtime with reflection sheet. • Removal of the privilege to participate in preferred activities such as swimming metal work etc. • Parent contacted and informed of removal from preferred activity.

Level	Levels of Student Behaviour	Behaviours Exhibited at each Level	Consequences of Behaviour
3	<p>The student:</p> <ul style="list-style-type: none"> Continues to breach Level 2 behaviour or exhibits Level 3 behaviour. Demonstrates behaviour which may endanger the health of staff or other students 	<p>The student :</p> <ul style="list-style-type: none"> Consistently fails to improve behaviour at Level 2 Continues to ignore the rights of others Demonstrates serious or dangerous violation of the code of conduct Fights – physically or verbally Deliberately hurts children and damages school property Bullying, including cyber bullying. 	<ul style="list-style-type: none"> SSG Suspension of the student from school as per Department of Education and Training guidelines period of suspension decided by the principal or delegate. Work package to be completed at home during suspension. Parent meeting/discussion regarding school expectations Social worker/Outside agencies. Behaviour management plan developed.
4	<p>The student:</p> <ul style="list-style-type: none"> Behaviour is totally unacceptable and is making no effort to improve. 	<p>The student:</p> <ul style="list-style-type: none"> Fails to adjust behaviour patterns displayed at Level 3 Continues to ignore the rights of others to an extent which seriously interrupts the education of others and/or wellbeing of others 	<ul style="list-style-type: none"> Consultation with Department of Education and Training regarding options Parent meeting Expulsion from CSS according to Student engagement guidelines.