



OSBORNES FLAT PRIMARY SCHOOL STUDENT ENGAGEMENT, BEHAVIOUR & WELL-BEING POLICY - Ratified: October 2017

SCHOOL PROFILE STATEMENT

Purpose: Our future vision is to be a family based community of learning, which supports all members in a happy and safe environment.

Values: Osbornes Flat Primary School is a small rural school which values its family atmosphere. We regard small classes and individual attention available to every student. Our culture is all encompassing, respectful of every person and a place where diversity is celebrated. Our location in a rural area supports us in our wish to be active in environmental issues. We respect our place in the community and work towards increasing our involvement in our local and wider community.

Environmental Context:

Our school aims to provide optimal learning opportunities for every student across all curriculum areas, as outlined in the Victorian Essential Learning Standards. Our school is currently organised into 4 classes: P-1, 2/3, 3/4 and 5/6. We currently offer specialist Music and Italian classes weekly.

We participate in a range of district sporting events, including those organized by our own rural schools' network. Early intervention programs are provided as required. Students are provided with access to learning technologies with the school. The school has interactive whiteboards in all classes and has a whole school eLearning Plan. Students are fluid grouped across the school for Literacy and Numeracy to enable each child to receive tuition at their point of need. The school has low class sizes, which enables the provision of wide ranging practical learning experiences across all areas of the curriculum. Students who are deemed at risk will have an individual learning plan.

The school community works hard to maintain and develop the extensive school grounds. The memorial garden, numerous deciduous trees and vegetable garden provide a rich environment, supporting curriculum programs as well as fostering a safe learning place. Our school has a well maintained playground.

A major strength of our school is the commitment by the families to the school, through membership of School Council, assistance with classroom programs and helping with grounds maintenance. The school is a vital part of this community and maintaining this continues to be a strong focus for the school.

1. WHOLE SCHOOL PREVENTION STATEMENT

Osbornes Flat Primary School believes that mutually supportive home-school partnerships are salient and essential in order to promote positive student engagement and well-being. We purposefully aim for high expectations from all members of our community and celebrate the execution of positive behaviours.

Osbornes Flat Primary School adopts key values which permeate everything we do. These values come from the Play is The way Program. They are:

Good manners

Friendliness

Courage

Persistence and Resilience

Tolerance and Acceptance

Compassion

Empathy

As a school community, these values are non-negotiable and are expected from all members, which include staff, students, parents and the wider community.

Student engagement encompasses three generic aspects:

Behavioural – academic, social and extra-curricular activities

Emotional – a sense of belonging (linked with Maslow's Hierarchy of Needs)

Cognitive – intrinsic motivation and self-regulation of behaviour

In order to ensure that student engagement and well-being are attained at Osbornes Flat Primary School, we have implemented various preventative strategies.

At Osbornes Flat Primary School, we believe that student engagement and well-being is attained through positive behaviour models. We use the following points as our fundamental behavioural support for our members:

- 1) The creation of whole school ethical codes (rights and responsibilities and class rules).
- 2) Recognition of good behaviour through reward structures, Student of the Week awards and newsletter coverage.
- 3) The use of collective and global phrases about our school and behaviour expectations.
- 4) Working together in a cooperative manner for group benefits.
- 5) Managing change effectively.
- 6) Naming and articulating positive behaviours.
- 7) Celebrating good behaviour with sound home-school links.

8) At Osbornes Flat Primary School, we believe that regular attendance is critical for positive student well-being and engagement. We therefore:

- 1) Use the "Every Day Counts" strategy for encouraging regular attendance.
- 2) Articulate the benefits of regular attendance to parents in newsletters.
- 3) As a Staff, monitor student attendance and speak with families when we notice absences of more than 2 days or regular non-attendance patterns. We then devise attendance strategies to help students when there are issues to overcome.
- 4) Regular reports are printed from CASES to monitor individual student absences and whole school trends.

- 5) Reasons for absenteeism are identified and classroom strategies devised as needed to ensure that students understand the necessity of regular school attendance.

At Osbornes Flat Primary School, we believe that curricular engagement is a salient factor in student well-being and engagement. We therefore:

- 1) Promote on-task behaviours in class (such as positive behaviour wall charts)
- 2) Ensure students have adequate start-up behaviours to designated classroom tasks.
- 3) Teachers promote inclusive practices for all students (such as cooperative tasks)
- 4) Students have their individual learning needs met by devising an Individual Learning Plan for each student.
- 5) Give regular feedback to all learners, such as when work is completed well.
- 6) Give praise for curriculum efforts and achievements.
- 7) Encourage all children to persist with their curricular activities.
- 8) Provide regular professional development for teachers to ensure effective learning models are being adopted in our school and shared with all staff.

At Osbornes Flat Primary School we believe that effective teaching is essential to ensure that student well-being and engagement are attained through a meaningful and stimulating curriculum. We therefore:

- 1) Provide a warm and engaging work environment.
- 2) Use inquiry based interactive methods of classroom delivery.
- 3) Incorporate thinking skills in every unit of work to cater for different learning styles.
- 4) Allow opportunities for students to apply their new knowledge.
- 5) Review and celebrate new learning.
- 6) Where possible, explore ethical dimensions of curriculum.
- 7) Provide teachers with combined planning time with the Principal every week to develop curriculum units of work, assessment and reviewing executed work.
- 8) Inclusion of parent helpers in our classes.

At Osbornes Flat Primary School, we believe that student voice is critical in our school community. We therefore:

- 1) Provide opportunities for students to contribute to whole school and wider community activities, such as Junior Shire Council membership.
- 2) Institute a Student Representative Council to assist the school in planning for the future and to execute whole school activities and initiatives.
- 3) Include opportunities for students to assess their learning and provide input into future lessons.

- 4) Provision of a wide range of community events, such as the Yackandandah Folk Festival and an inter-generational program with Yackandandah Bush Nursing Home.
- 5) We encourage all children to participate in student-teacher-parent interviews every year to set goals for future learning and have input into assessing their educational standards.

At Osbornes Flat Primary School, we promote effective and reciprocal parent-school communication. We therefore:

- 1) Use student communication folders, home reading journals, weekly newsletters, parent-teacher-student interviews, parent helper programs, curriculum nights, social gatherings, working bees, involvement in sporting and community events, to ensure that communication is consistently effective and open.

At Osbornes Flat Primary School, we believe that effective referral processes are crucial in ensuring that students with additional learning needs are adequately catered for in an inclusive environment. We therefore:

- 1) Students with additional learning needs are referred to relevant professional as required. These include psychologists, occupational therapists, doctors, paediatricians, audiologists, chiropractors, physiotherapists, behavioural optometrists, social workers and the like.
- 2) Remedial programs such as Reading Recovery are offered to children with specific learning needs, which are assessed through Testing measures.
- 3) Staff members offer additional remedial sessions on a weekly basis.
- 4) All students deemed at risk are placed on Individual Learning Plans, which ensure that their specific needs are catered for at school.
- 5) Provision of SSSO Staff within the DET are utilised as needed.
- 6) Student support groups are established to investigate, review and set goals for students with additional needs.
- 7) Assessments are undertaken on a consistent basis to ensure learning is occurring at a rate which is reflective of the student's abilities.

2. OSBORNES FLAT PS BEHAVIOUR MANAGEMENT STRATEGY:

Corporal punishment is not a part of our school Behaviour Management Strategy and has no place in any of our policies.

- Each year class teachers will develop a series of class rules with their students.
- Rules are to be framed in a positive manner ie. The behaviours we would like to see.
- Behaviours will be along the lines of the Play is the Way Life Raft concepts which will be taught in all classes.

- Classes will decide on rewards for following the class rules. For example extra computer time, extra sport, helping in another class etc.
- The following consequences will apply for non compliance with the rules.
- **Remind**: The teacher will remind the student of the rules and request that they follow them
- **Redirect**: For students who continue to refuse to comply. They will be redirected to a time out area to do their work away from their peers within the classroom.
- **Relocate**: Students will be relocated to a buddy class with work for time out.
- **Remove** : The student will be sent to the Principal's office with work. After the work is done the principal will discuss their behaviour and stronger choices they could have made. The principal will contact the parents to discuss the student's behaviour.

If a student does something serious like assault another student or staff member the Principal will be notified via the Mrs Dohrmann card and she will intervene immediately. For more serious breaches of rules student may incur an in house suspension or a formal off site suspension.

3. BASIC SCHOOL RULES:

- We keep our hands and feet to ourselves.
- We use good manners at all times.
- We follow teacher's instructions without argument.
- We stay within the areas designated as suitable for play.
- We use play and sports equipment safely.
- We always try our best and give things a go.