# Framework for Promoting Student Engagement and Positive Behaviour

## Introduction

Research shows that increasing a young person's connection with school will have a positive impact on academic achievement. This sense of connectedness reduces bullying, emotional distress, absenteeism and violent and disruptive behaviour, and it increases school retention rates. There is strong evidence to suggest that this increased connectedness will promote educational motivation and classroom engagement and will improve school attendance.

At Good Samaritan Catholic Primary School (the School), we acknowledge the Gospel truth that we are all called to 'have life and have it abundantly' (Jn 10:10) and our commitment is to the development of the whole person – spiritually, emotionally, socially, intellectually and physically.

## Purpose

The purpose of this Framework is to articulate the expectations and aspirations of the School community in relation to student engagement and behaviour.

Our School Community is committed to providing equitable access and opportunity for all children. Awareness of, recognition of, and response to the needs and rights of all individuals are essential to human dignity. These are also essential elements of the Catholic identity of the School. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

## Guiding Principles

A number of guiding principles support our approach to promoting student engagement and positive behaviour that enables a life fully lived:

1.  The life and teachings of Jesus provide inspiration, guidance and strength in all relationships and interactions. Jesus provides the ultimate expression of love, justice, compassion and reconciliation. It is in authentic relationship with one another that Catholics truly come to know the love of Jesus.

2.  A positive school environment is guided by Gospel values and honours the dignity of the individual, the family and the school.

3.  The development and promotion of high-quality relationships are responsibilities shared by all members of the School community.

4.  Respect for individual dignity and uniqueness

5.  A wealth of opportunities are offered to young people for them to grow and develop their abilities and talents;

6.  A balanced focus on cognitive, affective, social, professional, ethical and spiritual aspects of development;

7.  Encouragement for every pupil to develop their talents, in a climate of cooperation and solidarity;

8.  Respect of ideas, openness to dialogue, the ability to interact and work together in a spirit of freedom and care.

## School Values

A fundamental belief at Good Samaritan Catholic Primary School is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' life and teachings show all people 'the way, the truth and the life' (Jn 14:6).

In accordance with this belief, the School's Core Values underpin the promotion of student engagement and positive behaviour:

Mercy: We act with kindness and with a heart full of love.

Compassion: We seek to understand the needs of others and are willing to help them.

Justice: We treat everyone fairly, recognising that each individual has both rights and r responsibilities.

Respect: We value the sacredness and dignity of each person.

Excellence: We strive to be the very best we can possibly be.

These values guide the development of policies and processes that support student engagement and positive behaviour.

## Definition

Student engagement can be defined as three interrelated components:

1. ***Behavioural engagement*** which refers to students' participation in education, including the academic, social and extracurricular activities of the school.

2. ***Cognitive engagement*** relates to a students' investment in learning and their intrinsic motivation and self-regulation.

3. ***Emotional engagement*** encompasses students' emotional reactions in the classroom and in the school and refers to a students' sense of belonging or connectedness to the school.

## Rights and Responsibilities

The charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasise the value of difference. The charter requires the School and its employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The Disability Standards for Education 2005 seeks to eliminate, as far as possible, discrimination against people with disabilities. Under Section 22 of the Act it is unlawful for an educational authority to discriminate against a person on the grounds of the person's disability or a disability of any associates of that person. The standards clarify and make more explicit the obligations on the School and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

| Student Rights | Student Responsibilities |
|---|---|
| 1. To learn | • Cooperate and collaborate with other learners |
| | • Work to achieve your personal best whilst allowing others to do the same |
| | • Do your personal best |
| 2. To feel safe | • Move and play in a safe way |

|   | • Maintain a safe and secure school environment |
|---|---|
| 3. To be treated with mercy, compassion, respect and justice | • Treat people and property with respect<br>• Treat others with courtesy, kindness and respect<br>• Value others for their individuality |
| 4. To have and hold an opinion | • Listen to others' point of view |

## A Whole of School Approach

We recognise that a wide range of factors influence the promotion of student engagement and positive behaviour. These include:

**1. High Quality Teaching**

- Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

- Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations.

- Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making.

- Teachers encourage and assist students to monitor their own learning and to set goals for future learning.

- Tailored, early and sustained interventions are in place for students identified as requiring additional support, including students returning to school after a period of absence/disengagement.

- Professional learning activities are focused on building teachers' understandings of highly effective teaching strategies.

- School leaders spend time working with teachers, providing feedback on teaching and, where appropriate, modeling effective teaching strategies.

**2. Systematic Curriculum Delivery**

- The School places a priority on making the curriculum culturally and contextually relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills.

- The curriculum provides opportunity for learning that offers broad, rich and relevant experiences that students value and that support the development of the whole person.

- The curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas and gives priority to Religious Education, English, Mathematics and Science.

- The curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability,

critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.

3. **Student Safety and Wellbeing**

   • There are school-wide programs and approaches for students requiring additional or specialist support.

   • The School has processes to identify and respond to student needs through the allocation of staff and resources.

   • Educators create and maintain supportive and safe learning environment.

   • The School's provision of positive behaviour education and behaviour support is pastorally driven, comprehensive, and whole-of-school in nature.

   • The School works towards creating a climate where positive behaviour is explicitly taught and reinforced, and prevention approaches are emphasised.

   • The School develops strategies and practices that address bullying/harassing and inappropriate behaviour which includes cyber-bullying.

   • Students participate in the development of classroom and whole school expectations.

   • The School utilises restorative practices as a whole-school approach to promoting resilience and aims to contribute to the building of positive relationships.

   • Students are empowered by creating multiple opportunities for them to take responsibility and be involved in decision-making.

   • The School utilises evidence-informed and research-based programs and/or interventions to support student wellbeing.

4. **Effective and Inclusive Enrolment Procedures**

   • The School enrolment policy is made widely available to the community.

   • Enrolment interviews are conducted to welcome the family and child to the school community, complete the enrolment process and communicate school expectations to family

   • There is formal liaison and information exchange between a child's kindergarten and the School, including the transfer of information about students' learning and wellbeing needs.

5. **Effective Transition Processes**

   • The School provides newly arrived and refugee students and their families assistance to settle well into the new school life

   • School structures, practices, curriculum and pedagogy are designed to maintain as much continuity of learning as possible through stages of schooling.

   • There is formal liaison and information exchange between education settings, including inter-school meetings, provision of information to students and families, and transfer of information about students' learning.

   • Student-centred transition activities are conducted which are aimed to reduce concerns and possible anxiety, develop social relationships within the student group and build confidence.

6. **Family-School-Community Partnerships**

   • The School demonstrates an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community

   • The School views parents and families as integral members of the school community and partners in student learning

   • Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.

   • Communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children's further learning.

7. **A Contemporary Learning Environment**

   • The School works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

   • A stimulating learning environment that builds student engagement in learning and strengthens student relationships with peers and teachers

   • Physical environments are designed to be conducive to positive behaviours and effective engagement in learning

   • The School effectively uses its physical environment and available facilities to maximise student learning

   • Technology is used effectively to maximise student learning.

   • Learning spaces are organised for whole group work, small group work and individual work.

## Supporting Policies and Procedures

3.1    Child Safe Policy

3.2    Prevention and Management of Bullying Policy

3.3    Procedure for Responding Inappropriate Student Behaviour

3.4    Restraint of a Child Policy

3.7    Student Attendance Policy

3.8    Supervision of Students Policy

3.9    Mid-Year Enrolment and Induction of Students Procedure

3.10   Home Group Placement Policy

## Communication and Evaluation

The Promoting Student Engagement and Positive Behaviour Framework and its associated policies and procedures will be widely promoted to all students, staff, parents/carers and the local community.

This framework will be reviewed biannually.