



## STAGE ONE ENGAGEMENT IMPROVEMENT AGREEMENT TEACHER AND STUDENT

### CHECK

Previous to this agreement, a private dialogue must have taken place. This may be an Informal Agreement, walk and talk or other form. Review the Staged Agreements Overview if this has not occurred for more information on managing persistent unproductive minor behaviours.

### STRATEGIES ALREADY IMPLEMENTED

- CMS Strategies: Winning over, low key skills, safety and accountability, Informal Agreement or other form of Private Dialogue.
- Reflection Sheets and other low-level consequences.
- Differentiation
- Parent Contact
- Feedback and Praise
- Positive Commendation and rewards

### IMPROVEMENT PLAN STRATEGIES TO CONSIDER

- Further Differentiation.
- Verbal and non-verbal cues for reminders and praise.
- A reward structure for short, medium and long term achievement.
- Behaviour Support Techniques

### AIM

To increase the engagement of the student by participating in a restorative conversation, where both perspectives are shared, aimed at re-establishing a positive working relationship to optimise the student's learning opportunities.

### IN PREPARATION THE TEACHER SHOULD:

- Arrange for a suitable time and place for the meeting to take place.
- Review Compass for student background information.
- Collect information about the student's unique strengths, interests, and abilities.
- Consider the student's capacity to engage in the curriculum by reviewing and reflecting on NAPLAN/OLNA data and academic performance.
- Consider the student holistically to gain insight into other factors contributing to their behaviour, and their capacity to engage with this process. This may require a consultation with Student Services.
- Preview the ROAR Matrix, Code of Conduct and Engagement Agreement.
- Consider possible solutions and adjustments to propose in the meeting.

### TEACHER FOCUS: BUILDING AND RESTORING POSITIVE WORKING RELATIONSHIPS WHERE STUDENT LEARNING IS OPTIMISED.

- Approach the conversation with a restorative lens viewing all conflict as an opportunity to grow and learn.
- Discuss with the student your classroom expectations and elaborate *why* these are in place.
- Identify two observable behaviours which are causing the most concern and articulate why this is causing an issue in the classroom. These should relate to our PBS Values and Expectations Matrix and our BSC Code of Conduct.
- Genuinely engage with the student to elicit their perspective of the underlying reasons for their behaviours, what they are gaining or avoiding.
- Collaboratively brainstorm to establish a clear set of sustainable workable solutions that consider the needs of the student, teacher and peers.
- Outline the steps which will be taken if the engagement agreement is not adhered to.
- Commit to the solutions and review process.



RESTORATIVE



EDUCATIVE



UNCONDITIONAL  
POSITIVE REGARD



SOLUTIONS FOCUSED



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**CHECKLIST: BY THE END OF THIS STAGE, THE TEACHER WILL HAVE:**

1. Ensured both the student and teacher responsibilities are clearly stated.	<input type="checkbox"/>
2. Decided how the student can be rewarded when they exhibit consistent improved engagement.	<input type="checkbox"/>
3. Finished the meeting with the student on a positive note which focuses on a joint commitment to resolve the issue	<input type="checkbox"/>
4. Provided the student with a copy of the agreement.	<input type="checkbox"/>
5. Ensured that the Engagement Improvement Agreement includes a schedule for review and discuss with the student how this will take place. Ensure review dates are calendarised.	<input type="checkbox"/>
6. Agreed with the student which data that will be collected and considered during the review and feedback process. This data does not need to be complex but should be a measure of the agreements made in the Stage One Engagement Improvement agreement.	<input type="checkbox"/>
7. Consulted with Learning Area Leader.	<input type="checkbox"/>
8. Called or emailed the parent to let them know of the establishment of a Stage One Engagement Improvement Agreement	<input type="checkbox"/>
9. Uploaded a copy of the Stage One Engagement Improvement Agreement to Compass, notifying LAL.	<input type="checkbox"/>
10. Debriefed the Engagement Improvement Agreement Conversation with a colleague to promote collaboration, reflection and sharing of best practice.	<input type="checkbox"/>
11. Made adjustments to planning to reflect the decisions made within the Engagement Improvement Conversation (seating plans, differentiation, task adjustment, non-verbal cues)	<input type="checkbox"/>



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