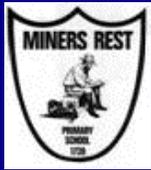


# Miners Rest Primary School

## Inclusion & Engagement

Policy 2017



### 1. School Profile

Miners Rest Primary School is approximately 10km north-west of Ballarat. The school was established in the mid-19<sup>th</sup> Century and is now set in a growth corridor of the Ballarat region. We currently have 311 students with projected numbers for 2017 being in excess of 400 from Kindergarten to Year Six.

We boast a refurbished original building for our Administration and Staffroom area. Attached, there are six classrooms, gallery, kitchenette and multi-purpose space for students, staff and community members alike to enjoy. We also have a number of relocatable, purpose built classroom and specialist spaces.

In 2017 we will comprise fourteen classrooms, with a large portion of the school being in the Kindergarten-Year 3 areas. We have a Principal, Assistant Principal, Two Leading Teachers and 25 teaching & Education Support staff. Each year we offer Physical Education, Performing & Visual Arts, Asian Studies and Food Tech/Science as well as having our own Library, three playgrounds, musical playground, two tennis courts, basketball court and oval.

Students enjoy a strong Leadership Program consisting of School Captains, House Captains and Junior School Council. Each year we hold a Year Two Sleepover as well as year level camps for students in Years 3-6. Biennially students all participate in a Whole School Production.

Students follow a code of conduct agreement and adhere to the You Can Do It keys of Getting Along, Confidence, Resilience, Persistence and Organisation.

Our new Strategic Plan and Annual Implementation Plan maintain a focus on improvement in cohort growth for each year in Literacy and Numeracy. Curriculum initiatives to support improvement in student learning outcomes include use of data, strategies to support student learning, effective use of ICT through the one to one iPad program for students in Years Three to Six, the provision of a teaching and Learning Coach to develop teacher capacity and efficacy and Professional Learning Teams.

### 2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

**Our vision:** *“To develop life-long learners who strive to achieve their best in an atmosphere of mutual respect and cooperation that celebrates student success.”*

**Our values:** Persistence, Confidence, Organisation, Getting Along and Resilience

A statement about the rights and responsibilities of all students and school staff is included in the Statement of Values Policy.

**3. Guiding Principles**

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child’s learning and build their capacity as active learners.
- The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change. The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

**4. Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Universal strategies	Targeted strategies	Individual strategies
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<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum covering all areas of the Victorian Curriculum</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents /carers, and these will be taught to all students and shared with their families</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in the You Can Do It program to develop skills and understanding of the five keys: persistence, getting along, resilience, confidence and organisation.</li> <li>• Students will have the opportunity to join the Junior School Council to develop leadership skills and give students a voice in regard to school operations. SC will attend one School Council meeting per year to develop knowledge of formal procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will receive differentiated instruction with goals and achievements identified in the SIR (Student Interim Report)</li> <li>• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment</li> <li>• School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will in conjunction with the school wellbeing officer (Chaplain), to work with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. Programs could include SEASONS for Growth, Calmer Classrooms and CAST.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:             <ul style="list-style-type: none"> <li>• Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>• Establish a Student Support Group.</li> <li>• Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>• Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>• Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>• Refer to internal support services eg Student Welfare Officer (School Chaplain) or Student Support Services</li> <li>• Refer to external support services including Child First, Local Government Children’s Services and Community Agencies.</li> </ul> </li> </ul>
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**5. Identifying students in need of extra support**

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- GradeXpert©
- Engagement with student families

**6. Behavioural Expectations**

	<b>Students</b>	<b>Parents/Carers</b>	<b>Staff</b>
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate: <ul style="list-style-type: none"> <li>▪ model positive behaviour to other students</li> <li>▪ comply with and model school values</li> <li>▪ behave in a safe and responsible manner</li> <li>▪ respect ourselves, other members of the school community and the school environment</li> <li>▪ actively participate in school; and</li> <li>▪ not disrupt the learning of others and make the most of our educational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child’s school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care and Child Safe Standards obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> </ul>

<p><b>Attendance</b></p>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child’s enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent.</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled school holidays</li> <li>• support their child’s learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>• proactively promote regular attendance</li> <li>• mark rolls accurately each morning and afternoon</li> <li>• follow up on any unexplained absences promptly and consistently</li> <li>• identify trends via data analysis</li> <li>• report attendance data in the school’s Annual Report</li> <li>• support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies.</li> </ul>
<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility for their behaviour</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>• have high expectations of their child’s behaviour and an understanding of the school’s behavioural expectations</li> </ul>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child.</p>

	<p>and its impact on others</p> <ul style="list-style-type: none"> <li>• carry out all reasonable requests of staff.</li> <li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• respect the property of others</li> <li>• Uphold the five traits of the You Can Do It Program</li> </ul>	<ul style="list-style-type: none"> <li>• communicate with the school regarding their child's circumstances</li> <li>• cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</p> <p>The school will consistently apply its Safe and Respectful School Communities Policy through a shared collegiate understanding</p>
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## 7. School actions

### Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance

#### Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools.

**Corporal punishment must NOT be used at the School under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### **Creating a child safe organisation**

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found in the Miners Rest Primary School, Kindergarten & OHSC Child Safety Policy and Miners Rest. Primary School statement of Values

The school's child safety policy/statement of commitment can be found in the Miners Rest Primary School, Kindergarten & OHSC Child Safety Policy.

The school's policies and procedures to manage child abuse can be found in the Miners Rest Primary School, Kindergarten & OHSC Child Safety Policy and Mandatory Reporting Policy.

### **8. Engaging with families**

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement & Inclusion Policy
  - conducting effective school-to-home and home-to-school communications
  - providing volunteer opportunities to enable parents/carers and students to contribute
  - involving families with homework and other curriculum-related activities
  - involving families as participants in school decision-making
  - coordinating resources and services from the community for families, students and the school
- and;
- involving families in Student Support Groups.

Parents responsibilities for supporting their child's attendance and engagement are outlined in the Miners Rest Primary School Statement of Values. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

## 9. Evaluation

### Data collection and analysis

- Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.
- Some of sources of data used are:
  - the Attitudes to School Survey data
  - school level report data
  - parent survey data
  - data from case management work with students
  - data extracted from software such as CASES21 or SOCS.
- Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.