



YACKANDANDAH PRIMARY SCHOOL

STUDENT ENGAGEMENT AND INCLUSION POLICY 2014

PURPOSE:

To provide a clearly understood policy that promotes student engagement, attendance and positive behaviour and has clearly defined and staged consequences for inappropriate behaviour.

SCHOOL PROFILE:

Yackandandah Primary school is located in the historic, gold mining town of Yackandandah, in North-East Victoria. Nestled between Beechworth and Wodonga, the township is some 300 kilometres from Melbourne. The school has outstanding support from parents and the school community and has a high commitment to broader community involvement. The school draws its students primarily from the local area, serving a community within a 20 kilometre radius from which about 30% of the students are bussed to the school. It is important to note that there are two other rural government primary schools within 5-7km of this school. Enrolments have been stable over the past five years and stand at 174 as of 2014 but there is a projected fall in future numbers.

The school has a low Student Family Occupation figure which reflects the professional employment of many parents. It is also an indicator of the high expectations of the school and the level of achievement demanded by the school community. The broader Yackandandah community is also robust and passionate in terms of the Arts, sustainability and sport.

The school is a reasonably new building undergoing construction in at the beginning of 2009. The school was completed for the 2011 school year. The building is quite unique with large open learning areas which were designed to take 2-3 classes. The school has a strong commitment to the core subjects of literacy and numeracy with a special leaning for science. The school also has a strong professional learning culture where teachers participate in regular professional learning teams in order to build knowledge of content and pedagogy. Team planning is engendered and discussions encouraged around teaching and learning. The school operates on the *Effective Schools Model*.

The school runs seven classrooms and provides visual art, music and Indonesian programs. Private lessons in instrumental music are also offered (piano, guitar and ukulele). The school also offers a wide range of extra-curricular activities, camps and excursions.

SCHOOL VALUES, PHILOSOPHY AND VISION:

Every member of the school community has a right to fully participate in an educational environment that is fully safe, supportive and inclusive.

Yackandandah Primary School has an expectation that students will be happy, confident, self disciplined and motivated risk takers who strive for excellence whilst having respect for one's self and others. The school seeks to engender a positive community spirit which encourages learning in a caring, family atmosphere where students are the focus and individual needs are met. We seek to provide a safe and responsible school community in which students can learn and be valued as an individual. The school's values guide us in striving for such goals and provide the pillars on which student engagement is built.

SCHOOL VALUES:

Respect

- accepting the right of others to hold different views to your own
- listening to others
- obeying school rules
- acknowledging the strengths and abilities of students
- affirming cultural diversity within the school

Responsibility

- being accountable for your individual and community's actions towards others and the environment
- self-discipline
- modeling expected behaviours
- involvement in strategies to encourage compliance with school rules
- supporting the decisions of the school
- accepting responsibility for the school's involvement in community activities
- using strategies to reinforce appropriate behaviour as well as consequences for breaking rules

Excellence

- striving for the highest personal achievements in all aspects of schooling and individual and community action, work and life-long learning
- giving recognition to students achieving high standards
- frequently encouraging and acknowledging individual improvement
- celebrating school community achievements
- encouraging students' awareness of broader life opportunities
- maintaining high learning expectations
- setting and meeting high standards
- persisting through challenges and difficulties in learning

Honesty

- promote positive, virtuous attributes such as integrity, truthfulness and straightforwardness whilst discouraging lying, cheating or theft
- teach and observe the highest ethical learning
- due credit for authentic academic work

Tolerance

- fairness towards those who differ from ones own
- preparing to live, learn and work in communities that are diverse
- increase self capacity to endure a set task

Compassion

- encourage principled, caring and reflective learners
- promote empathy and sympathy for others
- listening and responding to the concerns of children, staff and parents
- encourage principled, caring and reflective learners
- taking care to balance the needs of all members of the school community

STRATEGIC PLAN 2014-2017:

Our strategic plan aims to support our goals. The following are key actions under Achievement, Wellbeing, Engagement and Productivity which will be implemented to support student engagement and inclusion:

ACHIEVEMENT:

Literacy:

- Develop a common approach to writing, spelling, grammar and punctuation across the school.
- Establish teacher collaboration and reflective practice.
- Use assessment and data effectively to inform planning.
- Build capacity of teachers as writers.
- Implementation of rigorous PLTs that are based on data.
- Implementation of CTTs *High Expectations* and *Feedback* within a writing context.

Numeracy:

- Develop a common approach to numeracy across the school.
- Establish teacher collaboration and reflective practice.
- Use assessment and data to inform planning.
- Build capacity of teachers as confident maths teachers.
- Implementation of rigorous PLTs that are based on data.
- Implementation of CTTs *High Expectations* and *Feedback* within a numeracy context.

Science:

- Develop and implement science assessments across the school
- Moderation of science assessment task samples

ENGAGEMENT:

Implement programs to support engagement such as Blue Earth or SWPBP.

Provide a comprehensive rigorous and engaging curriculum which includes rubrics as well as assessments for other domains.

WELLBEING:

- Develop a rigorous acoustic improvement plan.
- Develop a whole school approach to teaching and learning within these open spaces.

PRODUCTIVITY:

- To ensure that technology is consistently incorporated into classroom planning, teaching and learning.
- To ensure that staff and administrators have continual opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.

RIGHTS AND RESPONSIBILITIES:

We believe that each person should be treated fairly and that students, staff and parents have rights which will be recognised. We believe it is the right of every individual to feel safe in a supportive environment; to have an equal opportunity to learn and to have their individuality, ideas and property respected. With rights come responsibilities.

Students

STUDENTS HAVE A RIGHT TO:	STUDENTS HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> • their own opinions • have their personal property respected and know their belongings are safe • be treated fairly • use the resources of the school with permission • feel they belong and are accepted • learn new things and feel secure in a safe, supportive environment. • ask questions and share ideas • feel safe in the classroom and playground • be respected by their teachers, students and parents • have a clean room • have fun • learn and achieve to a high standard • be rewarded for hard work and effort • participate in school activities 	<ul style="list-style-type: none"> • respect the property of others and look after their own property • respect other people and make them feel like they belong and are accepted • follow the class rules • use technology and other resources responsibly • talk to teachers, students and parents with respect • be a positive role model • be prepared and punctual • contribute to the physical and emotional safety of people in our school • play and to eat within the designated areas around the school • keep our school clean by putting rubbish in the bin • with appropriate support, complete work requirements • act in a safe, responsible manner and to be supportive to fellow students. • be in control of their own thoughts and feelings, and make good choices • be open and honest with others • not give up

STAFF HAVE A RIGHT TO:	STAFF HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> • be treated with respect and as a professional by students and parents • be valued for their contribution to the wider school • work in an environment that supports teamwork • feel safe in the classroom and playground • teach without disruption, in a clean and tidy environment • work in a pleasant, safe environment and to be treated with courtesy by all • implement appropriate management strategies for children who are interfering with the rights of others • contact parents and carers when necessary and to expect their support • be informed of any family situation or home issue that may affect a student's learning or behaviour • be trusted to undertake their role to the best of their ability • have their privacy protected • access professional learning that is agreed upon to further develop teaching and learning practices 	<ul style="list-style-type: none"> • treat students and parents with respect • teach students to the best of their ability • make sure all students are safe • come to school on time and to be in the classroom on time • be in control of their thoughts and feelings • act as role models and provide suitable, interesting activities while maintaining a safe environment • be consistent and fair in the implementation of the student management plan • be approachable, to listen and be prepared to consult with parents. • contribute to creating a positive work environment • value the work of others • engage in co-operative teamwork • undertake their role in a highly professional, organised and honest manner • maintain the privacy of others • be prepared to take on new and challenging situations • support the school to be the very best.

PARENTS AND CARERS HAVE A RIGHT TO:	PARENTS AND CARERS HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> • know their child is safe • know where their child is at all times • know their child is getting an excellent education • be kept informed of their child's learning progress and behaviour at school • have information on school processes and curriculum. • expect that they will be treated with respect in their interactions with all members of the school community • expect the school to work with them to ensure their child's potential is fully developed 	<ul style="list-style-type: none"> • send their child to school daily and on time • make sure their child has enough sleep at night • provide their child with lunch and a snack every day with a focus on healthy eating and waste wise packaging • reinforce the school's values and student engagement policy with their child • help their child with home learning • be respectful in their personal interactions with others in the school • use the school's Complaints and Grievances protocols when there is an issue • actively follow up on issues which may arise and support the agreed outcomes • support and build resilience in their child • ensure they are well informed about their child's progress by attending interviews, reading reports and seeking answers to any questions they may have

SHARED EXPECTATIONS:

Each classroom teacher will develop their own Classroom Management Plan in consultation with the students at the beginning of each year. This plan should reflect the school's values, the shared rights and responsibilities of students, staff and parents and carers, and include the school processes which promote student engagement.

Beyond each Classroom Management Plan is a set of shared expectations across the whole school to help us remember our responsibilities:

For our health and safety we:

- walk safely and quietly within the school building (no running or talking loudly)
- use furniture for its intended use
- keep our bag boxes tidy
- enter and exit through our classroom doors (do not enter through the back door or front entrance)
- remain quiet when getting things from our bags or moving through the resource/library area
- do not enter classrooms during recess and lunch without teacher permission

Playground

There are also shared expectations and responsibilities for playing in the playground (refer to appendix 1: *Behaviour Management Flowchart*)

BULLYING:

Yackandandah Primary School is committed to providing a safe and caring environment which fosters respect for others and this school does not tolerate any form of bullying including cyberbullying.

(See Bullying Prevention Policy).

STUDENT ATTENDANCE:

At Yackandandah Primary School we believe that regular attendance at school is crucial for learning and student engagement. In supporting families to ensure regular attendance:

- staff keep twice daily records of student attendance
- the school sends home regular notices to individual families regarding unexplained absences
- absence data is included in mid-year and end of year student reports
- the school celebrates students with 98% or more attendance across a term with special achievement awards presented at assembly
- the school promotes the benefits of regular attendance through the newsletter
- staff monitor unexplained, prolonged or regular absences and 'touch base' with the family and inform the principal
- support agencies, such as the Department of Human Services, are engaged to support families where absenteeism continues to be an issue.

ENGAGEMENT STRATEGIES:

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. A staged response provides a continuum of support for student well-being and engagement. At Yackandandah Primary School we believe that positive behaviour models are the best way to support student engagement. Below are examples of the different, whole school processes, that are used to support students and actively engage them in their learning.

Prevention: whole school focusing on all students and staff across all settings

Early Intervention: targeted responses to problem behaviour

Intervention: intensive response to individual behaviour that persists after Stages 1&2

1. Universal	2. Targeted	3. Individual
<ul style="list-style-type: none"> • actively teach the school values of respect, responsibility, honesty, compassion, tolerance and excellence • verbal recognition of positive behaviours • acknowledgements and praise (8:1 ratio) • plan and teach a curriculum that caters for different learning styles • displays and celebration of student work • newsletter – publication of successes and communication with home • parent / teacher interviews and mid-year / end of year reporting • extra-curricular activities such as sports, camps and excursions • differentiation of curriculum • personalised learning • use of technology • classroom management plans in all classrooms displayed in the room. These are developed with the students • Playground Management Plan (PMP) • whole school reward systems: achievement awards, assembly presentations, newsletter recognition • classroom reward systems such as merit certificates, token economies, ‘the Happy Box’, ‘Good Choice Award’, stickers. • cross age tutoring – computer buddies and Foundation / 6 buddy program • student voice through regular Junior School Council meetings • student goal setting • learning plans for each student 	<p><i>Includes all of the previous processes, plus:</i></p> <ul style="list-style-type: none"> • verbal reminders • warning systems • organisation of the class, routines, planning (prepare the student for the situation and the situation for the student) • individual token economy / reward system • communication diary with home • parent discussions • restorative practices • individual and small group support programs such as <i>Friends for Life, KEAPS and Calmer Classrooms</i> 	<p><i>Includes all of the previous processes, plus:</i></p> <ul style="list-style-type: none"> • individual learning plans (ILPs). See Appendix 1 • individual behaviour plans • student support group meetings (SSGs) • parent meetings • organisational tools • individual curriculum • involvement of support agencies, social workers and GP. • relationships with police and other services • crisis plan for aggressive students

IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Yackandandah Primary 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.

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
- Student Mapping Tool
- Engagement with student families

DISCIPLINARY PROCEDURES:

Yackandandah Primary School does not permit any form of corporal punishment.

Reasonable and appropriate consequences will occur when student and staff rights are infringed or responsibilities are not accepted.

Consequences which may be used prior to suspension include:

- warnings
- withdrawal of privileges
- withdrawal from a particular classroom activity
- withdrawal within the classroom for a specified amount of time
- withdrawal to another classroom or area for a specified amount of time
- withdrawal from the playground for a specified amount of time
- temporary or permanent seating plan in the classroom
- temporary or permanent playing plan in the playground
- assisting the yard duty teacher with a yard clean up
- repairing damaged or broken goods and property
- remaining in class for a short period of time (no more than half of the time allocated for that recess or lunch) to complete work or homework that is incomplete or not completed to a satisfactory standard
- in house suspension
- remaining in class for a short period of time to talk to a teacher and reflect on behaviour
- detention – a detention note, outlining the reasons for detention, will be signed by the teacher and principal (or teacher from the leadership team in the principal's absence) and sent home to be signed by the parent or carer
- convening a meeting with parents, relevant teachers, principal, the student and relevant support staff such as a social worker

Suspension and Expulsion

Ministerial Order No. 625 – Procedures for Suspension and Expulsion came into operation on March 1st 2014. The DEECD website provides further information on the procedures which need to be followed by the school principal if suspension or expulsion is to be considered and it is considered serious in terms of behaviour management.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. The DEECD guidelines state:

- the maximum consecutive suspension is 5 days
- the maximum period of suspension in one year is 15 days
- a Student Support Group (SSG) meeting must be held before a student is suspended (except in a case of immediate suspension)
- the school must provide appropriate and meaningful schoolwork for the period of the suspension
- a copy of the *Procedures for Suspension* brochure must be provided to the student and their parent/carer
- the Regional Director must be informed if expulsion is being considered and their nominee attends and SGG meeting to discuss expulsion.

Grounds for suspension:

A principal may suspend a student if, whilst attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student-

- a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causes significant damage to or destruction of property;
- c) Commits or attempts to commit or is knowingly involved in the theft of property;
- d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- f) Consistently engages in behaviour that vilifies, defames, degrades, or humiliates another person based on age; lawful sexual activity; marital status; parental status as a carer; physical features, political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes ; or
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

Expulsion procedures can be accessed through reading Ministerial Order No. 625.

Further information relating to this policy can be found at:

Charter of Human Rights

www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm

Equal Opportunity Act www.det.vic.gov.au/hrweb/divequity/eeoact.htm

Education and Training Reform Act www.education.vic.gov.au/about/directions/reviewleg.htm

VIT Teacher Code of Conduct www.vit.vic.edu.au/files/documents/1543 Code-of-conduct-June-2008-pdf

Engaging Schools are Effective Schools

www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/sepolicy.pdf

Disability Standards for Education

www.education.vic.gov/healthwellbeing/wellbeing/disability/handbook/legislation.htm

School Accountability and Improvement

www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm

EXPECTED OUTCOMES:

Yackandandah Primary School will foster positive behaviour guided by clearly defined and staged consequences promoting student engagement.

RESPONSIBILITY:

The Student Engagement Policy is the responsibility of the Yackandandah Primary School policy subcommittee and is to be approved by the School Council.

ASSOCIATED POLICIES:

- Bullying Prevention Policy
- Civics and Citizenship Policy
- Elimination of Sexual Harassment Policy
- Equal Opportunity Policy
- Interpersonal Development Policy
- Personal Learning Policy
- Raising Concerns & Complaints Policy
- Thinking Processes Policy

EVALUATION:

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 Performance Data found on the School Information Portal
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

REVIEW:

In accordance with the Policy Review table, the Student Engagement Policy will be scheduled for review in 2016 when completing annual school self-evaluation.

APPENDIX 1 - Individual Learning Plan template

Student name:		Date of birth:	
Year level:		Date:	
Review of progress should be based on collection and analysis of data <ul style="list-style-type: none">• formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s• feedback from the student• feedback from the parents/carers <p><i>All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.</i></p>			
Learning improvement goals - Priority areas for improvement. Consider: <ul style="list-style-type: none">• engagement• attendance• behaviour		Learning outcomes List relevant learning outcomes linked to the learning improvement goals. Consider: <ul style="list-style-type: none">• engagement• attendance• behaviour	
School and classroom strategies revised pedagogy Consider: <ul style="list-style-type: none">• revised pedagogy• classroom learning interventions• small group/individual support• behaviour expectations		Parents/carers – expectations/support Identify in partnership: <ul style="list-style-type: none">• expectations of parents/carers• level of support that can be provided by parents/carers• how the school can support parents/carers	
Processes for collection of data Identify: <ul style="list-style-type: none">• data collection methods• how progress will be measured Timeline for review and revision of plan Individual Learning Plans should be measured and modified regularly.			
Student's comments: Classroom teacher's comments: Parent's carer's comments:			