

Mackellar Primary School

Student Engagement & Inclusion Policy

This policy reflects the DEECD Student Engagement and Inclusion Guidance and was produced in consultation with the school community

September 2014

Principal: Janice Szmaj
School Council President:

School profile statement

Our school was established in 1991 and is located approximately 20 kilometres west of the CBD. In 2014 school enrolments are around 480 students.

Mackellar Primary School situated in Delahey, on the established outer western fringe of Melbourne, opened in 1991 and has a current enrolment of 478 students. Diversity is celebrated at the school with 77.12% of students coming from homes with a language background other than English (LBOTE), 67.16% of students do not speak English at home and 1.06% of the student population report Aboriginal and Torres Strait Islander background. Student Family Occupation (SFO) statistics indicate the school population is in the medium to low socio economic occupations group with 67.46 % of students from families in the two lowest socio economic occupation groupings.

School values, philosophy and vision

Our school is committed to creating together a safe, engaging and dynamic learning and technologically rich environment that empowers students to become 21st Century learners. Our school vision is to extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the global community.

We believe that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Our values of respect, responsibility, co-operation, honesty & learning underpin our programs, policies and processes.

We acknowledge that student wellbeing and student learning outcomes are inextricably linked. Our Strategic Plan and subsequent goals and targets are reflective of our commitment to student engagement and wellbeing.

Our school strives to build a culture reflective of the agreed purpose, philosophy, vision and values.

Guiding Principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Our school will collaboratively develop and implement a fair and respectable whole-school engagement and behaviour management approach.

Our school's curriculum will include social values and behaviour to enable students to acquire knowledge and skills, value diversity and build culture of learning, community and engagement.

Our school promote's active student participation and provide students with a sense of ownership of their environment.

Our school supports families to engage in their child's learning and build their capacity as active learners.

3.1 Staff at Mackellar Primary School ensures that daily interactions with all members of the community align to legislative and departmental guidelines. These include:

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Standards for Education 2005
- Rights and Responsibilities of Students, Parents and Teachers

(Appendix 1 outlines these in more detail.)

3.2 Bullying and Harassment

Our school is committed to preventing and addressing bullying and harassment, including cyberbullying.

At Mackellar Primary School we have developed our definitions as a whole school, of Bullying, this includes Cyberbullying and Harassment. Appendix 2 outlines these in more detail.

School Actions and Consequences

Mackellar Primary School is committed to having consistent, proactive and positive approach where appropriate levels of student behaviour are expected. All teachers assume responsibility for student behaviour management and student wellbeing. The collaborative development of the Code of Cooperation at the beginning of each school year is in keeping with the shared school values.

A Code of Cooperation outlines –

- The agreed purpose of the classroom or specialist area
- The shared vision held by the students and the teacher about how the classroom operates to achieve this purpose
- The values on which all the actions, interactions and relationships in the class are based
- The behaviours students demonstrate that reflect a commitment to these value.

The Code of Cooperation is developed and agreed to by all members of the grade and clearly sets out expectations of all students in regards to learning and cooperation.

Each Code of Cooperation outlines the discipline and management procedures used in the classroom. This process is the same for all grades and specialist areas so that there is consistency across the school.

Staged response to behaviour issues

Breaches of the Code of Cooperation will require the student to be asked to take action in the following steps.

(They are outlined in detail for your information here but these steps have been summarised and written as 'I' statements on the actual Code of Cooperation)

1. Teacher reminds student of the particular behaviour that is in breach of the Code of Cooperation. E.g. in our classroom we have agreed to listen to one another, your talking is interrupting others ability to listen
2. On the second and/or third breach the teacher restates the part of the Code of Cooperation that is not being observed and the student is asked what they are going to do to change their current behaviour
3. Time Out in the classroom to think about how their behaviour needs to change, to enable them to act in the manner that they have agreed to as a member of the class. The teacher will interact with the student in a private manner to allow the student to return to their task after hearing the students intended action to comply with the expected behaviours of the class.
4. Time Out in another classroom, 15 minutes maximum, to consider their behaviour. When the student returns to the classroom the teacher will arrange a private meeting to talk about the concerns regarding their behaviour and develop a solution focussed plan or strategy that will assist the student to demonstrate the appropriate behaviour agreed to.
5. Students will be removed from the classroom if the inappropriate behaviour continues and spend time with the Principal or Assistant Principal. A plan of action to allow them to return to the class will be developed by the classroom teacher and the student.

Parents will be contacted if the student continues to breach the agreed Code of Cooperation.

Guided play provides an opportunity for students experiencing difficulties forming social relationships. They attend to develop and practise social skills with the aim of independently managing themselves in social settings.

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 (see Appendix 3)

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Identifying students in need of extra support

Students are identified by parents/carers and teachers to be in need of extra support and are referred to either the Student Wellbeing Action Team (SWAT) that monitors student progress in both social and emotional development and/or a Student Support Action Team (SSAT) for extra support in Literacy, Numeracy and Fine Motor skills. Identification of students needing extra support is also made through the Prep transition documents. All teachers in the school follow a referral process. (See attached referral process at Appendix 4)

The Primary Welfare Officer regularly monitors student attendance as well as keeping records of early and late arrivals. Contact with parents is made accordingly, this may include ongoing support.

Engaging 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 supports 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 creates successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Engagement Policy
- Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers 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
- Involving families in Student Support Groups

Parents are expected to act in a respectful and constructive manner when dealing with our school.

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 levy 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 have a major review every three years with a minor review to take place annually to coincide with our Annual Implementation Plan (AIP)

Appendices and Related Policies

Appendix 1: Legislative and Departmental Guidelines

Appendix 2: Bullying and Harassment

Appendix 3: Staged response to behaviour issues and Process flowcharts for expulsion and suspension

Appendix 4: Referral process flowchart

References

Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf