



Student Engagement and Inclusion Policy



School Profile

Wandin Yallock Primary School, established in 1870 and situated at the beginning of the Yarra Valley, is a small school with a long history and a tradition and reputation for caring and excellence in education. We have just completed a \$4.5M full school rebuild including the refurbishment and extension of the original school house. The seven brand new open plan learning studios are complemented by spacious grounds, including active and passive play areas and gardens. The majority of our current student population of 95 comes from the local township and surrounding farming areas, however, we have a significant number of families that live outside the immediate catchment area. Our students come from a broad range of socio economic backgrounds. Wandin Yallock has a strong community of supportive and engaged parents and friends.

School Values, Philosophy and Vision

Our school motto, "A Tradition of Caring and Excellence in Education", encapsulates our philosophy at Wandin Yallock Primary School. We are committed to our purpose of providing a respectful, caring, creative and stimulating culture and environment where all students are challenged and supported to reach their full potential, academically, socially and emotionally.

We promote a strong foundation of values based on our C.A.R.I.N.G. principles; Creativity, Achievement, Respect, Integrity, Nurture and Growth. These values drive interactions between all members of the community and have a significant role in the decision making process at the school. Students are regularly reminded of these values and how they apply to personal and academic growth and development. Class teachers assist students to understand what each of these values means and how they can be displayed by individuals both at school and in the broader community. We encourage all members of our community to uphold and promote these ideals.

Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour education approach.
- The school's teaching and learning programs will include pro-social values and behaviour education 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 voice to provide students with a sense of ownership of their learning and connectedness to their school.
- The school will value active 'student participation' as an avenue for improving student outcomes and facilitating school improvement.
- The school will encourage and support families to engage in their child's learning and build their capacity as active learners.
- 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 new and maintain current 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.

RIGHTS AND RESPONSIBILITIES

At Wandin Yallock we believe all, students, staff, parents and other community members have the right to a supportive and safe teaching and learning environment. All members of the community have the right to be treated with respect and enjoy an environment free from bullying, harassment, violence, discrimination, or intimidation. Teachers and students have the right to expect to be able to undertake their teaching and learning responsibilities without interference or hindrance from others.

We believe in the following key responsibilities of students, staff and parents:

- Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.
- Staff have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.
- All members have an obligation to ensure school property is appropriately used and maintained.

In order to ensure these rights and responsibilities are upheld, we promote and hold each other accountable to the following **Shared School Expectations**.

SHARED SCHOOL EXPECTATIONS

	Students	Parents/Carers	Teachers and support staff	Principal,
ENGAGEMENT (participation in the classroom and other school activities)	That students will: <ul style="list-style-type: none"> Engage in and take full advantage of all teaching and learning opportunities and school activities Always seek to do their personal best With support from teachers, develop as learners through goal setting, risk taking and trying new things Demonstrate self-discipline to ensure a cooperative learning environment and model the school values Display cooperation with teachers and other students 	That parents/carers will: <ul style="list-style-type: none"> Take an active interest in their child's education and wellbeing, placing a high value on education Cooperate with the school and communicate in a constructive manner Encourage their children to fully participate in all aspects of the school's teaching and learning programs. 	That teachers will: <ul style="list-style-type: none"> Model and maintain high expectations for all students Provide a challenging and stimulating curriculum that provides for different learning styles, abilities and rates of learning Understand the optimal learning environment for students Provide appropriate interventions in response to individual student needs Encourage and allow for student voice, provide equal opportunity and value student contributions Collaborate with students and parents to develop and achieve student learning goals Communicate with parents regularly about individual student progress and engagement Build their capacity to use a range of teaching strategies and resources to provide an engaging learning environment 	That the Principal will: <ul style="list-style-type: none"> Lead all sections of the school in working to provide a positive and engaging learning community Support staff and students with resources required to deliver an engaging teaching and learning program Analyse the student and parent opinion surveys and implement relevant initiatives and strategies to address the outcomes Ensure that teaching and learning programs cater for the needs of all students, and that the school responds appropriately to the students' needs.

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SHARED SCHOOL EXPECTATIONS continued...

	Students	Parents/Carers	Teachers and support staff	Principal,
BEHAVIOUR	<p>That students will:</p> <ul style="list-style-type: none"> • Behave in an inclusive, respectful and caring manner • Not bully, vilify, harm, harass or intimidate other students • Not tolerate bullying of themselves or others • Demonstrate the schools CARING values at all times • Value the School's and other's resources and belongings • Represent the school responsibly when participating in all school activities 	<p>That parents/carers will:</p> <ul style="list-style-type: none"> • Support the school in promoting the School's CARING values • Support the School's decisions around behaviour education strategies • Teach and model appropriate pro-social behaviours to their children 	<p>That Teachers will:</p> <ul style="list-style-type: none"> • Explicitly teach and reinforce appropriate pro-social behaviours and the School's CARING values • Develop classroom agreements (rules and expectations) at the start of each year • Explain desired behaviours to students when dealing with behavioural issues • Use restorative practices when dealing with student behaviour issues • Communicate with parents regularly about ongoing individual student behaviour 	<p>That the Principal will:</p> <ul style="list-style-type: none"> • Ensure development and implementation of fair and consistent behaviour education programs and procedures for managing student behaviour • Ensure students requiring additional behaviour support and catered for
ATTENDANCE	<p>That students will:</p> <ul style="list-style-type: none"> • Attend school regularly • Be punctual to class at start of day and after breaks 	<p>That parents/carers will:</p> <ul style="list-style-type: none"> • Ensure that children attend regularly, are punctual to school and do not leave early • Provide a written note explaining an absence from school • Avoid taking children from school for non- essential reasons (student birthdays, shopping days, family excursions/outings etc.) 	<p>That Teachers will:</p> <ul style="list-style-type: none"> • Maintain up to date and accurate records of student attendance and absence • Inform the Principal of concerns about student attendance or punctuality • Proactively promote school attendance 	<p>That the Principal will:</p> <ul style="list-style-type: none"> • Proactively promote school attendance • Identify trends in attendance data • Report attendance data I the School's Annual Report • Work with parents to develop and implement strategies to address attendance issues. • Refer students with high level of unexplained absenteeism in line with DEECD guidelines

SCHOOL ACTIONS/ IMPLEMENTATION

1. 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.

School Engagement Strategies

	Universal (School Wide) Strategies	Targeted (group specific) Strategies	Individual (student specific) Strategies
Cognitive	<ul style="list-style-type: none"> • Ongoing assessments to identify point of need for students • Differentiation of learning activities to suit student need – academic, learning style • Use of 'student voice' in learning programs, particularly Inquiry learning • Learning Intentions on display in all classrooms • Portfolios to demonstrate student achievement • Increase teacher capacity through ongoing PD • Use of a Student mapping tool to monitor achievement • Participation in excursions and incursions • Provision of suite of ICT devices and programs • Promotion of school CARING values • Farm program, School Concert 	<ul style="list-style-type: none"> • Mont De Lancy • Small group and individualised teaching groups • Provision of leadership opportunities through Junior School Council, Enviro Squad, Mont De Lancy leaders, peer support, assembly leaders and Office Duty • Cooking groups and canteen assistants • Students setting personal goals for improvement 	<ul style="list-style-type: none"> • Individual Education Plans highlighting specific goals for academic growth • Kids Hope Mentoring • Referral to SSS services for assessments and advice •

School Engagement Strategies continued...

	Universal (School Wide) Strategies	Targeted (group specific) Strategies	Individual Strategies
Behavioural	<ul style="list-style-type: none"> • Jigsaw Program • Promotion of school CARING values and referral when dealing with discipline issues • Development and display of class agreements at start of each year in each class • Explicit teaching and modelling of school behavioural expectations, with positive reinforcement of appropriate behaviours • Use of restorative practices to solve conflict 	<ul style="list-style-type: none"> • Wellbeing and Social/Emotional programs such as Kool Kids, 3D Arts, Kids with Courage • Strategy groups with chaplain • Interschool Sport activities • Student safety surveys • Use of visual cues to reinforce behavioural expectations – traffic lights, red/green behaviours etc 	<ul style="list-style-type: none"> • Individual Education Plans • Referral to DEECD alternative programs, such as Farm School
Social/Emotional	<ul style="list-style-type: none"> • Promotion of school CARING values • Jigsaw Program • K-F, F-6, 6-7 Transition programs • Promotion of DEECD “Everyday Counts” strategy to increase attendance • Participation in Camps program • Celebration of individual success through Outstanding Achievement Awards • Use of restorative practices to solve conflict • Encourage parent helpers in the classrooms and school • Annual school concert • Classroom monitors 	<ul style="list-style-type: none"> • Leadership opportunities • Mont De Lancey Education program • Strategy groups with chaplain • Wellbeing and Social/Emotional programs such as Kool Kids, 3D Arts, Kids with Courage • Peer Support program Foundation & 6 • Provision of alternative lunch time activities such as ‘big’ games, open library, gardening groups etc • Choir • Interschool sporting activities 	<ul style="list-style-type: none"> • Kids Hope Mentoring • Individual Education Plans • Referral to Chaplaincy program

IDENTIFICATION OF STUDENTS REQUIRING ADDITIONAL SUPPORT

Our school will monitor all students to identify those who would benefit from additional academic, behavioural, social or personal support or extension using the following strategies:

The school will:

- Collect relevant personal information about the student on enrolment
- Encourage and facilitate open communication with families, through phone calls, parent teacher interviews, diaries, communication books, etc.
- Maintain teacher classroom observations of student behaviour and social interactions
- Conduct initial and ongoing assessments of academic performance, particularly in numeracy and literacy
- Track student achievement through the use of a student mapping tool
- Conduct hand over sessions with the following year's teacher for all students, but especially those already identified as needing additional support/extension
- Implement and analyse the annual year 5/6 Student Attitude to School survey
- Liaise with the Student Support Services Officers (Psychologist/speech pathologist etc.) for advice, assessment and intervention

Strategies to assist students identified with requiring additional support

Academic	Individual learning plan for students significantly below or above learning expectations Student Support Group (SSG) meetings once a term for students on the PSD program Extension and support programs where available Referral to SSS services – psychologist, speech pathologists etc.
Behavioural	Individual behaviour plans highlighting specific behavioural goals and strategies Student Support Group (SSG) meetings once a term Referral to SSS services – psychologist Referral to programs run by third party service providers, within or outside the school – CYHMS, Aust. Childhood Foundation, ChildFirst, Anglicare etc. Referral to DEECD programs such as EMR Options Farm school. Small group or individual behaviour education sessions facilitated by teachers/principal
Social/Emotional	Small group peer relationship building sessions facilitated by teachers or chaplain Referral to programs run by third party service providers, within or outside the school – CYMHS, Aust. Childhood Foundation, Anglicare, Childfirst etc. Referral to SSS services – psychologist, speech pathologists etc. Kids Hope mentoring Referral to chaplaincy services

2. PROCESS FOR BREACHES OF SCHOOLS SHARED EXPECTATIONS BY STUDENTS

Restorative approaches and behaviour education referencing the School’s CARING values, classroom agreements and the student’s strengths are to be used in the first instance, with the aim of seeking resolution and restoring relationships. Teacher/Principal discretion and professional judgement and an understanding of individual student circumstance should be relied upon when making decisions about how to manage all cases. All consequences for inappropriate behaviour should be relevant and appropriate to the breach of expectation. Unrelated punitive approaches should not be used.

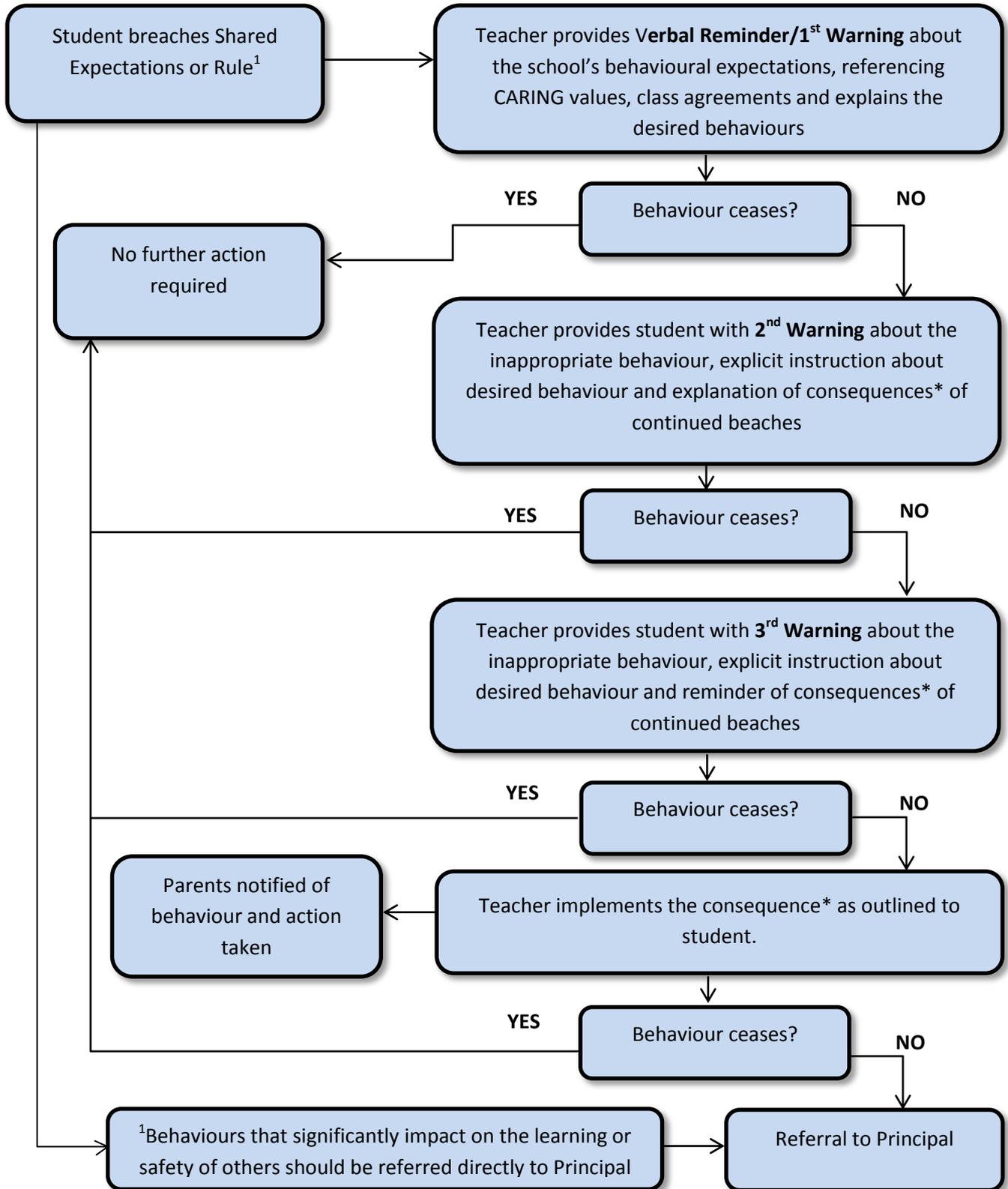
Corporal punishment is prohibited in all Victorian Schools. Corporal Punishment MUST NOT be used under any circumstance at the School.

The table below outlines the process for managing breaches of the school’s Shared Expectations and Rules

General Rules	Classroom teacher/Staff response
<p>Overall Behavioural Expectations</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests by staff • Students must always treat others with respect • Students must respect and not impact on the rights of others to learn or complete their work • Students must behave in a way that ensures the physical and emotional safety and wellbeing of themselves and others • Students must respect the property of others and the School • Students must work to the best of their ability 	<p>Classroom</p> <ol style="list-style-type: none"> 1. Verbal reminder/1st Warning about school’s behavioural expectation, referencing CARING values, class agreements, student’s strengths and explicit instruction about desired behaviour given to student 2. 2nd Warning about behaviour, explicit instruction about desired behaviour given and explanation of consequence of continued breaches <ul style="list-style-type: none"> • Possible consequences include relocation within classroom, removal to another classroom with work, loss of privileges (i.e. computer use, staying in at break times to complete work) 3. 3rd Warning about behaviour, explicit instruction about desired behaviour and reminder of consequence of continued breaches 4. Continued breach of rules results in Implementation of consequence outlined to student 5. Teacher to record details if behaviour reaches the point where implementation of consequence occurs (if action taken by specialist/another teacher/on yard duty, then usual class teacher must be informed) 6. Parents will be notified of student behaviour and any action taken 7. If continued breaches occur or student refuses to comply with teachers, student will be referred to Principal 8. Behaviour management plans may be implemented <p>Playground/Yard (out of bounds, rough play, inappropriate play etc.) For breaches of rules in yard, then above procedures are to be followed</p> <ul style="list-style-type: none"> • Possible consequences for severe or repeated behaviours include relocation/limitation to another part of playground, removal from yard, separated from other students <p>Social/Interpersonal (harassing, teasing, exclusion, arguments etc.)</p> <ol style="list-style-type: none"> 1. Teacher to encourage and/or support student to “Name It” to other party in the first instance. 2. If no resolution from “Naming It”, staff member will hold a quick restorative chat with both parties with aim of

	<p>coming to an agreement about actions for resolution/restoration of relationship</p> <ol style="list-style-type: none"> 3. If no resolution reached, teacher will advise of appropriate and fair consequences that will occur if the behaviour is not acknowledged or is continued. <ul style="list-style-type: none"> • This could include: time apart, written apologies, removal from classroom/playground <p>Severe or Repeated breaches</p> <ol style="list-style-type: none"> 1. Severe or repeated breaches should be referred directly to the Principal. 2. Communication with parents to discuss student behaviour and develop strategies to resolve the issues 3. Student may be put on a behaviour management plan 4. Decisions about Suspension (in and out of school) and Expulsion can only be made by the Principal and must follow DEECD guidelines available at www.education.vic.gov.au
General Rules	Classroom teacher/Staff response
<p>Bullying</p> <ul style="list-style-type: none"> • Students must not bully other students, including any direct or indirect verbal, physical, social or cyber conduct which is deliberately intended to hurt or upset another person or damage their property, reputation or social acceptance. 	<p>In line with the School's Bullying policy;</p> <ol style="list-style-type: none"> 1. Refer directly to Principal 2. Principal will meet individually with each party 3. A restorative conference/chat will be held with both parties with aim of coming to an agreement about actions for resolution/restoration of relationship 4. Outcome of conference/chat will determine follow up action: <ol style="list-style-type: none"> a. Actions may be agreed upon by students involved, including apologies, time outs, suspensions, etc. b. If an agreement for resolution can not be reached or the offending student/s does not accept responsibility, then Principal will advise of appropriate and fair consequences with reference to Bullying Policy 5. Parents of both parties to be informed of incident and resulting actions
General Rules	Classroom teacher/Staff response
<p>Attendance</p> <ul style="list-style-type: none"> • Students must be ready at class by the time the bell has gone (end of music period) 	<ol style="list-style-type: none"> 1. Regular absence or lateness will be referred to the principal 2. Lateness after breaks will be dealt with in similar way to above, i.e. warnings about repeat lateness. 3. Students will be expected to complete any missed work due to lateness (either in class or in their own time – lunch/home) 4. Principal will contact parents to discuss solutions and support to ensure regular attendance is maintained

Guide to Behaviour Management at Wandin Yallock PS



**Possible consequences include: relocation within room/yard, removal to another class with work, loss of privileges (i.e. computer use or equipment, staying in at break times to complete work etc.) Unrelated punitive and excessive consequences are not to be used. All consequences must include opportunity for the student re-enter the learning situation when teacher is satisfied they can demonstrate the ability to do so without further disruptions to the class. The use of restorative approaches should be prioritised.*