



STUDENT ENGAGEMENT AND INCLUSION POLICY

Rationale:

Lismore Primary School's core purpose is to develop each individual student to become confident, capable and creative lifelong learners in a constantly changing global society. We focus on the individual needs and student centred learning approaches that embrace 21st Century learning.

In order to deliver **Our Best Always**, our school believes:

- That every child at Lismore Primary School can achieve success.
- That everyone in our school community is important and is valued.
- That teachers and students are lifelong learners.
- That learning is active, meaningful and must be relevant to each student.
- That every child at Lismore Primary School is encouraged to be engaged in high quality education.

The values which we share as a community and determine our actions are:

1. Excellence: we set high goals and strive for personal best
2. Respect: we show care, trust, concern and tolerance for ourselves, others and the environment
3. Responsibility: we accept a personal responsibility for our words and actions
4. Persistence: we maintain our expectations at all times in all things

Lismore Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Lismore Primary School has zero tolerance for child abuse.

Lismore Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Lismore Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

We provide 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. Student wellbeing and student learning outcomes are inextricably linked, and the school should promote an understanding of this link in both the school environment and in the classroom. Regular school attendance is a key factor impacting on lifelong outcomes. All members of the school community have a role to play in fostering engagement, inclusion and success.

Aims:

References:

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines (2009).

1. To articulate the school community's shared expectations in the areas of student engagement, attendance and behaviour.
2. To support the rights of every member of the school community and to enforce the expectation that every member of the school community will contribute to a safe and inclusive educational environment.

Implementation:

Engagement

- Teachers will use the national and state curriculum frameworks as the basis for planning rigorous and engaging age-appropriate curriculum.
- The school will develop and communicate an instructional model to achieve consistent and effective teaching practices.
- Teaching staff will work in professional learning teams, sharing responsibility for the learning experiences and outcomes of particular groups of students.
- Curriculum planning and resource allocation will recognise the key skills of literacy and numeracy and all students will be supported to build on their skills in these areas.
- Students achieving below the expected standard in Literacy or Numeracy will have an Individual Learning Plan (ILP) with short term and long term goals.
- Students on the Program for Students with Disabilities (PSD) will be supported to participate fully in school programs through the formation of a Student Support Group and assessment against individualised goals.
- In addition to classroom learning, the school will provide students with extra-curricular enrichment activities including:
 - the opportunity to participate in school sporting events and inter-school competitions to the highest level;
 - outdoor adventures and physical challenges;
 - cultural activities including opportunities to participate in the performing arts, cultural incursions and excursions;
 - activities designed to foster personal development, team building and leadership;
- School staff will communicate and model high expectations using language and classroom approaches to raise student aspirations.:
For staff:
 - Climate and Culture of teamwork
 - School organisation which accepts responsibility
 - Teaching and Learning which supports on-going development
 - Leadership which exhibits integrityFor students:
 - integrity in all of our actions, words and endeavours.
 - commitment to each other and persisting in all that we do.
 - respect for ourselves, each other and the environment.
 - responsibility for our own learning and behaviour.
 - tolerance to accept and value differences in others.
 - cooperation and teamwork - learning together to achieve the best possible outcomes for all.
- Student success will be celebrated through assemblies, the newsletter, our website and other media.
- The school will provide the opportunity and support for students to take on formal leadership roles including School Captains, House Captains and Junior School Council;

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- The school will provide students with forums through which they can express their views and contribute to ongoing improvement e.g. Junior School Council, ResourceSmart PEST action group
- The school will provide opportunities for students to connect with their community and will look for opportunities to draw on community skills and resources to enhance learning opportunities and outcomes.
 - Landcare Champions
 - Community Art projects
 - Clubs programs
 - Visiting speakers
 - Participation in town events and ceremonies including ANZAC service and Birergurra Festival activities
- Prep students will be supported in their transition to school by a transition program commencing in the second semester of kinder and a Year 6 Buddy when they commence school.
- Year 6 students will be supported in their transition to school by a transition program commencing in the second semester of Year 6;
- All staff will provide additional support and pastoral care to students and families when needed;
- The school values will be reviewed and incorporated into the language, rituals and signage of the school;
- Facilities at the school will be maintained and developed to provide the best possible learning environment for students.
- The school will foster positive and supportive relationships between staff and students, and staff and families, and encourage family participation in school programs, committees and events;
- The school will encourage the effective and innovative use of technology to enhance learning outcomes.

Attendance

- The school will actively promote attendance and administer student absences in line with DEECD School Attendance Guidelines 2014.
- The school will promote the motto 'Everyday Counts' and encourage all students to attend school every day. Parents will be required to communicate absences to the office via a note or telephone call.
- In addition to attendance statements on end of semester reports, absence reports will be generated for students when agreed trigger points are reached.
- Regular attendance will be recognised and celebrated through a weekly class attendance award and end of semester certificates to recognise high levels of attendance for students;
- The school will enforce and communicate protocols to encourage punctuality to school and to each class;
- Where a student is not attending school regularly and punctually, the Principal and classroom teacher will work closely with the student and his/her family.
- Student absence learning plans will be developed for students absent for extended periods including family holidays or illness.

Behaviour

- The schools approach to student behaviour will be built on a foundation of respectful relationships, using the mantra 'Fair, Safe and Friendly'.
- Through the curriculum, students will be explicitly taught pro-social skills and strategies for building and maintaining respectful relationships;

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- Positive behaviour will be reinforced through verbal acknowledgement, communication with parents and awards;
- Restorative practices will be used to support students to take responsibility for their actions and repair harm;
- The school will set clear behavioural expectations in a clearly and widely communicated student code of conduct, and implement consistent consequences and classroom protocols.
- The school will communicate with parents when students are not meeting the expectations with regards to behaviour.
- The school will apply the DEECD guidelines and Ministerial Order 625 with regards to student suspension and expulsion. (see link)
- Where a student is suspended from school, a support meeting will be convened involving the student, parent, and Principal upon the student's return to school.
- The school will foster responsible digital citizenship through a User Agreement for Information and Communication Technologies, supported by the explicit teaching of respectful and responsible technology use.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at Lismore Primary School under any circumstances.

Rights and Responsibilities

Student behaviour affects the educational, social, emotional and physical development of the individual and those around them. The ways that students relate to one another and to staff significantly impacts on all areas of school life. Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other. Making these responsibilities clear helps ensure all those who work, volunteer and learn in our school understand these expectations and responsibilities.

For students:

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition. • participate fully in the school's educational program. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational. • take increasingly greater responsibility for their own learning and participation as members of the whole

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	<p>school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</p> <ul style="list-style-type: none"> participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
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For parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to</p> <ul style="list-style-type: none"> expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others is encouraged. 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> be aware of and comply with the school's Student Engagement and Inclusion policy. promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. ensure their child's regular attendance. engage in regular and constructive communication with school staff regarding their child's learning. support the school in maintaining a safe and respectful learning environment for all students.

For teachers:

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment. be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> fairly, reasonably and consistently, implement the engagement policy. know their students, how they learn and how to teach them effectively. know the content they teach. plan and assess for effective learning. create and maintain safe, secure and challenging learning environments. use a range of teaching strategies and resources to engage students in effective learning.

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Links:

Ministerial order 625 (suspensions and expulsions)

<http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Suspension process

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

Expulsion process

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

Evaluation:

This policy will be as part of the school's three year review cycle.

This policy was last ratified by School Council on

22nd May 2017

References:

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