



Kurunjang Primary School

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Student Engagement and Inclusion POLICY

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Rationale:

The Department of education and Training (DET) is committed to providing a safe, secure and high quality learning and development opportunities for every student in all Victorian Schools. These students can only reach their full potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage their learning.

School Values, philosophy and vision:

At Kurunjang Primary School we are 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 Anti-Bullying Policy for more information.

Our Mission:

High Levels of Learning for all students

Our Vision:

KPS is committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success

Our values:

Respect, Excellence, Responsibility, Effort, Resilience and Empathy

A statement about the Rights and Responsibilities of all students and school staff is included at **Appendix 1**.

Implementation:

1. 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.

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- 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.

2. 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.

The universal (whole-school), targeted (group-specific) and individual Student Engagement Strategies used in our school are outlined in **appendix 2**.

3. Identifying students in need of extra support

Our school will identify students in need of extra support using our Student Wellbeing Referral form, (attached) for collecting data from multiple sources including:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Compass

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- SPA – Student Performance Analyser
- Engagement with student families

4. Behavioural expectations

Shared Behaviour Expectations for students, parents/carers and school staff are detailed in **Appendix 3**.

5. 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 Early Childhood Development Student Engagement and Inclusion Guidance (see **Appendix 4**).

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 (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities or alternative programs
- 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. **(See attached –: KPS 5 Steps to a successful Learning Environment – Behaviour Hierarchy; KPS Super Hero Matrix; KPS Statement of Values- Promoting Healthy, Safe and Respectful School Communities.)**

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.

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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>

6. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, from parent representatives on School Council and our Parents and Friends 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 and 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 such as readers and word lists.
- involving families as participants in school decision-making (Eg: School Council)
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's Attendance and Engagement are outlined at **Appendix 2**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values – Values- Promoting Healthy, Safe and Respectful School Communities. (see attached)

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7. 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
- Compass Chronicles

Evaluation:

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

8. Related Policies

The following policies are related to the Engagement and inclusion policy and may be referred to throughout this document.

Equal Opportunity Policy
Anti-Bullying Policy
Child Safety Policy
Uniform Policy
Attendance Policy
Social Media Policy
eSMART policy

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

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

Appendix 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

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. (See KPS Statement of Values - Values- Promoting Healthy, Safe and Respectful School communities)

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. The school encourages families to seek assistance if they have a query or question about your child or the school

We believe that it is important that all concerns are answered through the appropriate channels. (See: Parent communication and Concerns document. **See attached**)

Teachers 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. All staff have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

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Appendix 2

Student Engagement and Attendance Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • KPS promotes a SWPBS (School Wide Positive Behaviour in school) approach across all areas of the School. • KPS adopts a trauma informed practice through the Berry Street Education Model. • 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 • 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 via the schools Code of 	<ul style="list-style-type: none"> • All Koorie, Out of Home Care and students on the Program for Students with Disabilities will have an ILP and a SSG. • The wellbeing team will respond to data and teacher referral to implement strategies to address individual, cohort and/or whole school wellbeing issues. • Strategies from Berry Street, Calmer Classrooms and SWPBS will be used to assist students with Trauma backgrounds. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Improvement Plan and/or Individual Learning Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up.

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<p>Conduct.</p> <ul style="list-style-type: none"> • 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. • All students will have the opportunity to participate in a social and emotional learning curriculum program (Building resilience Program) • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council and other more informal mechanisms. 		<ul style="list-style-type: none"> ○ Refer to the Wellbeing team and SSO network. • Refer to external support services including Child First, RCH, Community agencies, Melton Health Services, Family Wellbeing Support services, Ranges Psychological services
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Attendance

Students	Parents/ Carers	Principals/ Teachers & Staff
<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment 	<p>In accordance with DEET procedures the school will:</p>

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<p>timetabled classes every day that the school is open to students</p> <ul style="list-style-type: none"> • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>details are correct</p> <ul style="list-style-type: none"> • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • Where possible keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absence concerns on the 3rd day of absence promptly and consistently. • Refer any students with significant attendance concerns to the wellbeing team. • Identify trends via Compass data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies and referring families to external services where required.
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Appendix 3 Shared Behaviour Expectations Engagement and Behaviour

Students	Parents/ Carers	Principals/ Teachers & Staff
<p>Students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate expectations as outlined in the KPS Code of Conduct. • Demonstrate the expectations in the School Wide Positive Behaviour KPS Super Hero matrix. • Follow guidelines in the KPS expected Behaviours Hierarchy (See attached) • Follow the school values of: Respect, Empathy, Resilience, Excellence, Responsibility and Effort. (See attached KPS super hero matrix) 	<p>Parents/ Carers are expected to:</p> <ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups • Follow the school wide 	<p>Staff will:</p> <ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide guaranteed and viable curriculum that gives students the opportunity to have input into their learning and experience success • Follow the school wide expectations of the KPS School Code of Conduct. • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the

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	<p>expectations of the KPS School Code of Conduct.</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs and attending appointments with any relevant services. • 	<p>wellbeing of every child and provides students the opportunity to input into their learning and experience success.</p> <ul style="list-style-type: none"> • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for some student's additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.
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Appendix 4

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers.	
Develop Behaviour Improvement Plan and/or Individual Learning Plan (involve parent or carer)	
Teach replacement behaviors.	

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Complete and submit KPS student wellbeing referral form (See attached)	
Complete simplified Functional Behaviour assessment pro forma with the guidance of the appropriate assigned wellbeing team member (See attached)	
Via the wellbeing team, Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	

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