



STUDENT ENGAGEMENT & INCLUSION POLICY

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Mt Duneed Regional Primary School aims to be an effective school, engaging and inclusive, recognising and responding to the diverse needs of our students and their different learning profiles.

School Profile Statement:

Mount Duneed Regional Primary School is a semi-rural school located on top of Mount Duneed, a hill overlooking the countryside between Geelong and Torquay. It was established in 1994 as a result of the merger between Freshwater Creek, Connewarre and Mount Duneed Primary Schools.

The school has landscaped grounds offering a serene rural environment. The school population is currently 258 students who travel to school from a radius of 15 kms. Many travel by the school bus which services the areas of Connewarre, Mount Duneed, Freshwater Creek, Breamlea & Armstrong Creek. The number of pupils has increased over the past few years and it is expected that the school will continue to expand steadily in the future with Armstrong Creek growing nearby.

Mount Duneed Regional Primary School is committed to educational excellence and the development of a caring and stimulating environment. A culture of team planning and teaching will continue to grow and develop throughout the school. Mount Duneed Regional Primary School is committed to offering programs that support life skills and social skills development for our PSD students and students identified as needing extra support in these areas.

Mount Duneed Regional Primary School is a You Can Do It school. It offers a safe and caring environment where students can experience success, with an emphasis on community spirit, respect for others and the environment, and a healthy and balanced lifestyle.

The school atmosphere at Mt Duneed is supportive and friendly, where a child's education is an enjoyable experience. Mt Duneed Regional Primary School strives to be actively involved in the construction of a true learning community. An emphasis is placed on creating an inclusive, collaborative learning community that embraces academic, social, cultural and physical pursuits.

At Mt Duneed Regional Primary School we value:

- students who are actively involved in and enthusiastic about their learning, who display pride in their achievements and who take responsibility for both their learning and their behaviour.
- an attractive, stimulating, organised learning environment where students feel safe, valued and respected.
- parental support and active involvement in school life.
- staff who are enthusiastic and support the continued development of their professional skills and knowledge, thereby making the school an effective organisation.

students, parents and teachers who work as a team to optimise learning opportunities.

Purpose:

- To provide a learning environment where students are stimulated, supported, engaged and challenged to reach their full potential.

Values:

The following values are seen as essential to the life of our school and how all members of the school community should conduct themselves:

Teamwork **Honesty** **Learning** **Excellence** **Community Spirit**
Respect



As a school we apply these values to our everyday dealings with each other and in the development of our programs and policies.

The school has an experienced, professional staff who have high expectations of themselves and students. As our school continues to grow, our staff is expanding to include both experienced staff with leadership skills combined with younger graduate teachers.

Staff members are caring and respectful of students' needs and are committed to the development of positive relationships with all students. Students have a wide choice of secondary education opportunities upon graduation from Mt Duneed Regional Primary School.

The school enjoys the strong and active support of School Council and parents – participating in School Council sub-committees, curriculum and classroom programs, information and professional development activities, community forums and special events.

Our curriculum is broad, carefully planned, rich and varied, with a strong emphasis on essential learnings and inquiry learning across the school consistent with the Victorian Curriculum. In addition, there is a strong focus on ICT development and cybersafety integrated across the curriculum in Year 3-6. The school provides a wide variety of extracurricular activities for its students. The school Strategic Plan has focused on student learning outcomes in literacy and numeracy, enhancing engagement and wellbeing and developing ICT skills.

Personal and social learning is catered for through a wide variety of programs including Starting Right, You Can Do It, Junior School Council, Buddies, Student Leadership and the Delta Dog Program.

Whole-school Prevention Statement:

Mt Duneed Regional Primary School endeavours to create an environment in which every child feels happy, safe and important.

In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school rules are developed. These are supported by clear behaviour protocols and consequences. The classroom rules are developed during the Starting Right Program at the beginning of each year and are displayed in each classroom.

By increasing each child's self-esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student welfare at Mt Duneed Regional Primary School aims to provide and nurture student development academically, socially, emotionally and physically.

Mt Duneed Regional Primary School does not tolerate bullying of any kind.

**We actively foster the existence of a
'SAFE, FAIR AND FRIENDLY ENVIRONMENT'
And support the ideals of our school's
YOU CAN DO IT! Program.**

**Our clear messages displayed around the school buildings are:
"Hands Off" and**



‘Be part of the solution, not the problem.’

The foundations of this program promote emotional resilience - developing student’s Confidence, Persistence, Getting Along and Organisational skills.

Engagement & Wellbeing Goals:

- Encourage students to be responsible for the outcome of their own actions and to accept the consequences of their behaviour.
- Promote respect, caring and positive relationships between all individuals and groups within the school community by building on the foundations of the You Can DO It! Program.
- Build a sense of belonging that promotes wellbeing and an awareness of student’s rights and responsibilities.
- Provide an environment to strengthen each student’s ability to cope with their surroundings and build resilience.
- Provide support services and programs for students at educational risk.

Programs at Mt Duneed Regional Primary School that promote student engagement, high attendance and positive behaviours.

Across Whole School	Class Levels	Community / Parent linked
Whole School Welfare	Leadership Program Yr 1-6	
Whole school activity days	Senior Choir Year 3-6	Supporting local RSL activities Anzac Day & Remembrance Day
Student Central Tracking	Athletics	Junior School Council events
It's Not Okay to be Away	Swimming Program	Vegetable garden
Literacy and Numeracy week.		Social/Community Projects
Junior School Council Year 1-6	Camping Program	Clean Up Australia Day
Excursions	Inquiry Celebrations	Parent Helpers Program
Differentiated Curriculum	Reading Recovery	School Picnics
Whole School Concert	Premier's Reading Challenge	Work Experience
Integration Support Program	Yr 3-6 Netbook Program	Parent Information Sessions
You Can Do It!	Debating – Yr 6	Parent/Teacher Interviews
Starting Right / Learning to Learn	Learning spaces conducive to learning	Student Led Conferences
ICT rich environment	Lightning Premiership	K-Prep Transition
Mathletics	Buddy Program Yr Prep & 6	Yr 6-7 Transition
Recycling Program	Japan Day	Perceptual Motor Program – Years Prep
Assembly Awards	Life Education	Whole School Assembly
Religious Education	Sunsmart Program	Book Week
One – Up days		



Rights & Responsibilities

At Mt Duneed Regional Primary School we actively promote the ideals of Freedom, Respect, Equality and Dignity stated in the Charter of Human Rights. So that everyone in our school community can work and play together in a happy, friendly and productive way there are certain rights and responsibilities we all need to follow and use.

Rights		
Students	Staff	Parents/Carers
Students have the right:- <ul style="list-style-type: none"> • to be treated and spoken to fairly and with respect. • to play and learn happily without interference from others. • to be accepted and valued as an individual. • to have age appropriate access to school facilities and equipment. • to be provided with a positive and safe learning environment in which your academic, social and physical potential can be fully developed. 	Staff members have the right:- <ul style="list-style-type: none"> • to be treated with respect. • to access appropriate pathways for issue resolution. • to be able to perform duties without harmful or disruptive influences, • to work in a safe, pleasant and harmonious environment. • to be supported by the family in the education of their child. 	Parents and Carers have the right:- <ul style="list-style-type: none"> • to be treated with respect. • to be attended to professionally and effectively. • to work in partnership with the school to support their child's education. • to be regularly informed about their child's education.



Responsibilities		
Students	Staff	Parents/Carers
<p>Student responsibilities are:-</p> <ul style="list-style-type: none"> to allow others to learn and play without interference. to act so that no harm comes to themselves or to others. to accept others as individuals with differing backgrounds, personalities and values. to treat others with respect. to participate to the best of your ability in all school activities. to be careful in the use of facilities and equipment. to observe school rules. to be sensible and careful in what they bring to school. to respect and care for our school buildings and grounds. 	<p>Staff responsibilities are:-</p> <ul style="list-style-type: none"> to maintain and contribute to a climate where all students have the opportunity to learn and play happily in a positive environment. to provide opportunities for all students to experience personal success. to develop positive values in students. to treat all students, parents and colleagues equally and with respect. to communicate regularly with parents about their child’s education and behaviour. 	<p>Parent & Carers responsibilities are:-</p> <ul style="list-style-type: none"> to assist the child to develop a positive self image, tolerance and understand of others. to follow their child’s progress with interest and enthusiasm. to ensure that their child attends school and is punctual. to inform teachers on any relevant medical and family situations. to support the school in providing a safe, secure and inclusive environment. to be aware of and encourage their child to observe the school Code of Conduct built into the Student Engagement Policy. to act and communicate respectfully with staff.



Shared expectations

The Mt Duneed Regional Primary School 'Student Engagement Policy' encourages students to be responsible for the outcome of their own actions and to accept the consequences of their own behaviour.

The following behaviours will not be tolerated:- fighting, verbal and physical abuse, answering back, disruptive behaviour and bullying of any type: verbal, physical, indirect or cyber.

The Charter of Human rights and responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The four basic Principles include **Freedom, Respect, Equality and Dignity**.

With rights come responsibilities. As such, all members of the school community - School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL, TEACHERS and SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
FREEDOM	The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression	Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning	Respect their environment, listen to their peers and staff, and tolerate others' thoughts and attitudes	Understand the requirements of a school, playground and classroom environment as they are similar to and different from those of the home and family
	The right to have input into issues that affect you	Provide a learning environment that engages and challenges students and encourages them to take responsibility for their own learning	Engage positively and respectfully	Provide schools with relevant information to enable appropriate responses to be made to the needs of the child
	The right to access school and community resources	Plan for the use of a range of activities, resources and materials Provide meaningful learning opportunities	Demonstrate behaviour and attitude that supports the wellbeing and learning of all and contributes to a	Contribute to and support school in recommendations for the best use of school and community resources in tailoring individual programs to address a child's



		for all their students at their point of need.	positive school environment that is safe, inclusive and happy	needs.
RESPECT	The right to learn in an inclusive school community with access to full participation	Develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others	Show reciprocal respect for all Respect the rights of others and be sensitive to difference	Show reciprocal respect Value the opinions of others Respect teacher’s attempts to problem solve and support teacher’s efforts Work with the school to improve positive partnerships.
	The right to value, celebrate and acknowledge cultural rights and diversity	Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably	Recognize social similarities and differences and respect the right for those to be expressed	Support the school’s efforts to educate young people to live in a diverse world by promoting an understanding of and appreciation of diversity in the home, in school and in the community.
	The right to have support at the point of need	Involve appropriate specialist expertise where necessary	Respect, value and learn from the differences of others	Work with the school in partnership to provide for their child’s needs Show support of the school’s processes of enlisting assistance at various points in time
EQUALITY	The right to receive a rewarding and meaningful education through challenging learning goals	Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their student	Willingly undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge their limitations	Support their student’s learning by ensuring punctuality each day to maximise learning opportunities
	The right to defend or explain your actions	Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom and school grounds.	Respond to explanations for the consequences of non-compliant behaviour in a composed manner Be honest	Make themselves accessible to teachers so as to ensure that mutually clear communication pathways are introduced and maintained.
	The right to be treated as an individual	Know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning	The right not to be labelled	Support an attitude of a new day equals a new beginning Be aware of curriculum modifications and supporting them



DIGNITY	The right to a dignified existence	Understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession	Be courteous and mindful of all others Act in a respectful manner towards school staff and other students	Provide a loving caring and supportive environment for children at home
	The right to be and to feel respected	Develop a positive learning environment where respect for individuals is fostered and where learning is the focus	Accept differences and celebrate them Respect others' needs in the learning environment Acting in a courteous manner towards others Communicate and respect peers and adults in all areas	Accept and endeavour to understand differences and celebrate them Adhere to school expectations
	The right to privacy	Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students and confidentiality.	Uphold confidentiality and privacy in a physical and social setting	Uphold confidentiality Ensure privacy in a physical and social setting

Sources: Victorian Charter of Human Rights and Responsibilities 2006, Disabilities Standards for Education 2005



School actions and consequences

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

Strategies	School Actions
School wide processes to identify students at risk of disengagement from learning	Communicate with parents Classroom Monitoring Inform Student Welfare/ Curriculum Co-ordinator/Principal Referral Process – SSS staff Employ Integration/Special Needs Teacher Formulate ILPs for at risk students Student Attitude to School Survey Utilise Transition information
School-wide processes and programs for early intervention	Engage SSS staff through referral process Involve Student Welfare co-ordinator/Principal Conduct Diagnostic Assessments Seek advice from Community Support Agencies Liaise with kindergartens, neighbouring schools and feeder schools Conduct assessment and determine funding levels for PSD Formulate ILPs for at risk students Reading Recovery Specialist support for Literacy/Numeracy Implement You Can Do It! & Starting Right Program School funded speech pathologist It's Not Okay to be Away



Strategies	School Actions
Understanding of the life circumstances of the child/young person	Review previous school/grade files Parent meetings Student Led Interviews Implement a "Starting Right" Program Teachers develop a positive relationship with students Students undertake effective transition programs throughout school life Review files on student including professional reports
Establish data collection strategies	Use school roll/misconduct records to determine patterns Survey students Student Welfare Audit Evernote Assessment Platform
Establish a Student Support Group	On a needs basis All students on the Program for Students with Disabilities
Plan for improvement based on data, and review regularly	PLC data discussion Individual Learning Plan, Individual Behaviour Plan, Whole Staff discussion
Explicitly teach and/or build appropriate behaviours	You Can Do It! Program Teach Interpersonal Skills Curriculum Values Education Utilise Share Time Buddy Program Leadership Program Whole school behaviour expectations and rewards at assembly Lunchtime Clubs
Determine strategies for monitoring and measurement of student progress	Review NAPLAN results Assessment Schedule Cycle Fountas and Pinnell P-6 Pre/post testing On Demand Testing Yrs 2-6 English On Line Interview P-2 Athletics Prep Assessment Numeracy Interview



<p>Inclusive and consistent classroom strategies</p>	<p>Values Education Program You Can Do It! foundation activities Starting Right Differentiated Curriculum – cater for individual differences Individual Learning Plans Reading Recovery Utilise a variety of Teaching styles Teacher aide support Student Code of Conduct</p>
<p>Out of class support strategies</p>	<p>Engage SSS staff Student Welfare Co-ordinator Whole school behaviour process and colour chart Literacy Support Programs Cooling off space</p>

Individual Learning Plan

Student Name:

D.O.B:

Date:

Term:

Review Date:

Teacher:

Learning Area (subject)	Current Skills	Learning Improvement Goal	Strategies at school	Strategies at home	Achievement Ratings Circle appropriate number
					1 2 3 4 5 6 Comments:
					1 2 3 4 5 6 Comments:
					1 2 3 4 5 6 Comments:
					1 2 3 4 5 6 Comments:

Achievement Ratings:

1. No progress	2. Beginning progress	3. Satisfactory progress
4. Good progress	5. Excellent progress	6. Goal achieved

**Evaluation:**

This policy will be reviewed as part of the school's four-year review cycle.

Supporting Documents:

Mt Duneed Regional Primary School Student Engagement Policy is supported by a variety of school based policies and procedures. These policies and procedures are regularly reviewed by School Council.

- Restorative Practices Procedures Booklet
- Mt Duneed Regional Primary School Strategic Plan 2013-2016
- You Can Do It! Program – Program Achieve
- Student Welfare Policy
- Sunsmart Policy
- Uniform Policy
- Anaphylaxis Management Policy
- Mandatory Reporting Policy
- Discipline Policy

References:

The Student Engagement Policy - <http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx>

Student Engagement & Inclusion Guidance -

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