Student engagement and inclusion

School profile

Newbury Primary School borders rapidly growing residential areas in the suburb of Craigieburn.

The school, located at the intersection of Grand Boulevard and Newbury Boulevard in the City of Hume, commenced operation in January 2017. Programs cater for students in Years Prep to Year 6.

The state of the art facility provides the very best in contemporary educational design and promotes active student-centred learning through the creation of adaptable, functional spaces. Our state of the art buildings consist of teaching and learning spaces, a Resource Centre/Library, Gymnasium, art and science zones, a digital media centre and a large oval. Teams of educators work together to plan and teach a comprehensive and personalised curriculum and to provide stimulating learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning.

School values, philosophy and vision

Our Vision

To provide a dynamic learning community where all students are empowered to learn and achieve personal success.

Our Mission

At Newbury Primary School we are committed to creating a safe, secure, educationally stimulating, calm and nurturing learning environment underpinned by high expectations and the recognition of effort. We focus on the emotional, social and academic development of every student as an avenue of developing confident, creative, compassionate and informed citizens who are actively engaged in their community. The strong sense of community is evident in the continuous, honest and open dialogue between all stakeholders.

The core beliefs we advocate are:
- Student wellbeing and engagement is at the centre of all that we do
- A positive attitude to academic and social learning is essential
- Personal effort is to be recognised and valued

Our Values

The values that define our school community are:

Respect: Demonstrating care and consideration for ourselves and the feelings, opinions, belongings and expectations of others.

Integrity: Demonstrating honesty and trust through personal accountability and responsibility for our actions.

Effort: Demonstrating a positive attitude and the desire and determination to learn new skills, strive for improvement and be persistent.

Community: Demonstrating and promoting a sense of belonging, unity and connection that is strengthened by a clear understanding of the expectations of all members.

A statement about the rights and responsibilities of all students, school staff and parents/carers is included in **Appendix 1**.

Guiding principles

Every member of the school community has a right to fully participate in a safe, secure, calm, inclusive and nurturing educational environment. Everyone deserves to be treated with respect and dignity.

- 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.

- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active student voice 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.

- The school is committed to child safety and has zero tolerance of any form of child abuse. Refer to Commitment to child safety policy.

Equal Opportunity

We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender,

sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

The Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a responsibility to respect the human rights of others.

Students with Disabilities

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

Bullying and harassment

Refer to the anti-bullying and anti-harassment policy.

Unreasonable behaviours by adults

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

Consequences and Actions

Unreasonable behaviour and/or failure to uphold the school values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- issuing a formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

Engagement Strategies

To realise our vision, our school has a range of strategies in place to promote student engagement, positive behaviours and respectful relationships for all students in the school. We recognise that some students as a group or as individuals may need additional social,

emotional or educational support to thrive at school and so we will put strategies in place to identify these students and provide them with the support they need.

The school's underlying theme of community means that we work 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 stringent intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of all stakeholders.

Examples of the universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment

- Discussions with parents, previous schools or kindergartens

- Attendance and punctuality rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by staff

Behavioural expectations

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

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 Development Student Engagement and Inclusion Guidance.

Where a student is beginning to build up a history of unsatisfactory behaviour or is involved in a serious misconduct parents/carers are notified with a view to negotiating an agreed approach to solving the problem. A behaviour tracking and monitoring plan will be developed by the classroom teacher incorporating specific improvement goals.

In addition to informal consultative approaches with a problem-solving focus, the leadership team in conjunction with staff and parents/carers may use a variety of measures when a student's behaviour does not comply with the school's expectations. These measures should vary to take into account the age and disabilities and impairments of the students and the nature and seriousness of breaches of the code of conduct.

When a student behaves in an unsatisfactory manner that disturbs learning or poses a danger to others, teachers should invoke logical consequences that are consistent with the severity of the behaviour. Undesired behaviours must be clearly explained so that students understand why a consequence has been applied.

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 (e.g. repairing damage caused)

- Withdrawal of privileges (logical consequences)

- Withdrawal from class activities 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 appropriate and logical to the behaviour and upholds procedural fairness.

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.

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

Engaging with 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 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 wellbeing 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

- 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 responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, 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 level report data

- parent survey data

- data from case management work with students

- data extracted from software such as CASES21 or SOCS

6.   Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

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.

Our school's expectations, values, rights and responsibilities are prescribed so that students can enjoy a safe, secure and nurturing learning environment and actively pursue high levels of academic achievement, social and emotional development and understand the importance of effort.

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.

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.

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

All members have an obligation to ensure school property is appropriately used and maintained to a high standard.

Universal strategies	Targeted strategies	Individual strategies

• Establish the underlying theme of community across the school
 	
• Establish a safe, secure, inclusive and nurturing learning environment where classrooms are seen as a classroom community
 	
• Teach social skills including taking turns, listening to others, sharing resources and equipment, asking for help, using manners
 	
• Establish a whole school Sanctuary Space as a place to be calm and support emotional regulation
 	
• Establish Check In Boards in all classrooms to assist in determining school readiness and being attuned to student needs
 	
• 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
 	
• Regularly acknowledge examples of positive behaviour and student achievement, through feedback 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 taking elements from Calmer Classrooms, Stop Think Do and Emotional Literacy
 	
• Students will have the opportunity to contribute to and provide feedback on decisions about school
	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
	
	• Identifying students at risk of disengagement from learning and social interaction
	
	• Relevant staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year
	
	• Establish classroom Sanctuary Spaces as a place to be calm and support emotional regulation
	
	• Use of Check In Boards in all classrooms to assist in determining school readiness and being attuned to student needs
	
	• Modifying the classroom program and environment as required
	
	• Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.
		• Strategies to support attendance and engagement of individual students include:
		
		   ▪ 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 Student Support Plan and/or Individual Education Plan
		
		   ▪ Consider if any environmental changes need to be made in the learning space the student uses
		
		   ▪ Refer to external support services including ChildFirst, OnPsych, Department of Health and Human Services

operations both through the Student Empowerment Team and other more informal mechanisms. • Rigorous monitoring and following up of student attendance • Identifying students who require additional intervention through a referral process (both in school and network)		

Shared Behaviour Expectations   **Appendix 3**

	Students	Parents/Carers	Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • readiness to engage in and take full advantage of the school program • respect for all facets of the curriculum • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work	• 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 or opportunities for parent participation	• the school will comply with its duty of care obligations and have a responsibility to provide a safe, secure, inclusive and nurturing educational environment that can effectively engage all students • the school will provide the appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning, acknowledge effort and experience success
Attendance	• attend and be punctual for all classes every day that the school is open to students • be prepared to fully participate in lessons • bring a note from their parents/carers explaining an absence/lateness	• ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • support their child's learning during absences and work with the school	In accordance with DET procedures the school will: • proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • identify trends via data analysis • report attendance data in the school's Annual Report

		to re-engage students after prolonged absences	• support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	• model the schools core values of respect, integrity, effort and community • always treat others with respect • never physically or verbally abuse others • take responsibility and own up to their behavior and its impact on others • follow requests from staff • respect the rights of others to learn. No student has the right to impact on the learning of others • respect the property of the school and others • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes • use the supports in place to regulate emotion and/or behaviour	• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • attend meetings with staff as requested • demonstrate respect to staff at all times • work in partnership with the school for the benefit of their child • 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	• deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child • employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students • establish preventative and early intervention strategies to deal with attendance and behavioural issues • consistently apply the Student engagement and wellbeing policy through a shared collegiate understanding and only exclude students in extreme circumstances • recognise that some students may require additional support in the form of staged responses and is committed to working with families to re-engage students after exclusion