

Jells Park Primary School Student Engagement & Inclusion Policy

Purpose:

Students can reach their full educational potential when they are happy, healthy and safe in a positive, secure and stimulating school learning environment with a culture of inclusiveness that engages and supports their learning.

Guidelines:

- This Policy will reflect the school community's expectations of student engagement, attendance and positive behaviours.

School Profile Statement

Jells Park Primary School is situated in the south eastern residential area of Wheelers Hill, in a natural treed environment adjacent to Jells Park Reserve and a large private school. Our school has excellent and extensive facilities, which have been thoroughly upgraded and /or built in the past few years.

Student enrolment is approximately 500 and the roll has expanded for each of the past five years and indications are that this trend will continue. A proportion of enrolments come from adjacent suburbs.

The student population is predominantly Australian born with mostly European backgrounds. Less than 10% of families receive EMA and many families are professionals or business proprietors. Most families own their homes and some have bought in the area to ensure ease of access to the private school for their child's secondary education. There is a high level of parent involvement and support in all areas of the school. Parents express high expectations of the school and expect high standards of achievement for their children.

The school provides extensive teaching and learning programs which engage, challenge and encourage learning rigour. These programs include both in school and after school opportunities to cater for a wide range of student interests, including performing arts, sports, state challenges like RACV, as well as systematic leadership programs and opportunities. There is a strong and consistent participation rate in all extra curricula activities.

The contracted 'Before and After School Care' programs are well patronised, as are the Holiday programs during each term recess.

There is a strong student voice via Junior School Council and other forums such as class meetings and regular surveys of student opinion, concerns and/or reflections.

The school has a focus on health and wellbeing and a variety of programs support the weekly Values Program. The students are well behaved, cooperative, and courteous and display pride in the school and its environs.

Whole-school Prevention Statement

Jells Park Primary School's philosophy is based in our statement of Purpose and Values identified in the school's Strategic Plan, which is:

'To nurture and develop individuals to become adaptable in a changing environment and to acquire a life long love of learning and the skills and attitudes necessary to function successfully in a global society.'

The Values are identified as:

Respect

- Treating others with empathy, compassion and dignity
- Valuing yourself and the environment

Honesty

- Behaving in a trustworthy manner
- Demonstrating integrity and fairness

Excellence

- Taking pride in the efforts and achievements of ourselves and others
- Accepting the challenge to realise our full potential

Resilience

- Maintaining a positive attitude
- Demonstrating persistence and flexibility

The philosophy and values will continue to be practiced by the community of teachers, students and parents as part of daily school life. They will continue to be taught as part of the weekly Values and

social competency programs in classrooms. Members actively practicing such aspects are praised, commended, rewarded and held as role models for others and valued as positive behaviours reflecting the school culture.

The School Strategic Plan (2014-2018) Goal for Student Engagement is: 'To enhance student engagement in their learning within a differentiated curriculum designed to stimulate and challenge all students.' and the goal for Wellbeing is: 'To enhance student wellbeing in a learning community that is built on respectful relationships, agreed school values and high expectations'.

The school's Annual Implementation Plans set out clear and precise yearly implementation targets and achievement milestones to be undertaken during the year, and progress is reported via the Annual Report to the School Community.

Some programs and strategies implemented in the school to promote student engagement, high attendance and positive behaviours include:

- Differentiated, exciting and rigorous learning classroom programs
- Specialist programs including Art, Physical Education, Music and LOTE – Mandarin
- Leadership and responsibility roles beginning from Foundation
- Junior School Council from Level 3
- Cultural and sporting after-school programs
- Lunchtime and clubs programs
- Private Music lessons during school for a variety of instruments
- Computer Lab facilities to engage in real life learning
- Computers and interactive eboards in every class
- Large artificially grassed oval for all seasons activity
- Outdoor Education programs at each Year level
- Awards certificates at weekly Assemblies and classroom rewards systems
- Systematic follow-up of school absences with parents and promotion of 'It's Not OK to be Away' program
- Values, social competency programs to promote resilient behaviours
- Resilience, Anti Bullying and related Girl Power programs, as the needs arise
- Regular Occupation Health and Safety audits
- Excellent internal and external environment, which is very well maintained
- Parent participation in many aspects of school life
- Committees and other forums to consult with, and inform parents about educational issues

Rights and Responsibilities

All members of our school community have the right to participate in, and feel safe and welcomed in, our attractive and friendly school environment

Our students, their parents/carers and our staff will treat each other with dignity and respect at all times. Behaviours such as Bullying and Cyber bullying will not be tolerated in the school and clear responses to such aspects are set out in the Anti bullying Policy and the Internet Policy

The school values diversity and individuality, which is reflected in the inclusive and supportive provision of programs for students with special emotional, social and physical needs.

Rights and responsibilities strongly reflect our school community's values about how we function and relate.

The following rights and responsibilities will continue to be implemented:

Student rights

A 'right' is something to which you are entitled. Your classmates and adults have rights too.

1. You have a right to a friendly, happy school environment that provides you with lots of opportunities to learn.
2. You have a right to feel safe and secure at all times at school.
3. You have a right to be an individual and be treated with respect.
4. You have a right to be treated equally and fairly at school.
5. You have a right to know the rules and expectations.

Student Responsibilities

1. You have a responsibility to work or play without spoiling the activities of others.
1. You have a responsibility to be courteous to others.
2. You have a responsibility to be honest and thoughtful of others.
3. You have a responsibility to take care of your own belongings, as well as the property of other people including school property.
4. You have a responsibility to wear your school uniform, unless there is a special reason for not doing so.
5. You have a responsibility to complete your schoolwork to the very best of your ability.
6. You have a responsibility to follow school rules and accept the consequences of any poor behaviour.
7. You have a responsibility to tell an adult if you notice unfair or bad behaviour by others.

School Rules

School rules support our school values and the rights and responsibilities of students and help to provide a safe environment for all.

Respect

We talk politely to one another and to adults.

We take care of our own belongings as well as things belonging to other people.

We use all school property responsibly.

We take good care of our environment outside and put our rubbish in the bins.

Safety

We stay outside the classrooms at recess and lunch times, unless we are with a teacher.

The courtyard is for quiet activities and we don't play ball games in the courtyard or run through the area.

At playtimes we all stay in the playground.

We ask a teacher to get any ball that goes outside the school.

The play equipment is the only place for climbing.

We don't hurt people at our school.

We don't throw things that can hurt.

We don't bring dangerous or expensive toys to school.

We wear our broad brimmed hats outside from September to April.

If we don't have a hat we stay on the seats in the courtyard area.

We only eat in the classrooms or in the courtyard.

Honesty

If there is a problem, we talk sensibly to the people involved and try to work it out fairly.

When we find something that does not belong to us, we return it to the owner, where possible, or take it to the School Office.

Shared Expectations

Shared expectations are those encompassed by the Principal, teachers, support staff, students and parents/carers in the school. Shared expectations are part of our school's culture and are linked to participation, relationship building, the physical environment, curriculum provision and the provision of support and partnerships, as well as behaviour and attendance. Shared expectations are expressed in the school-wide Positive Behaviour Matrix (Students & Teachers).

Expectations of the Principal, Teachers and Support Staff include:

- The provision of pro active leadership of the entire school community.
- The promotion of a positive and stimulating school culture where the expectations of the school are clearly espoused and practiced.
- The provision of skilled staff and appropriate resources to enable the school to function at an optimum level for the benefit of all in the school community.
- The provision of curriculum and other opportunities to cater for a diversity of needs, including students with disabilities or special needs of any sort.
- Targeted and on going professional development and mentoring of staff to maintain optimum professional practice.

- The provision of relevant and challenging learning opportunities for all students, which promote positive engagement and a sense of belonging.
- Responding in a courteous, fair and professional manner to foster positive self esteem and to build positive relationships with all members of the school community.
- The practice of professional, caring and non judgemental attitudes towards any student
- The practice of trust and confidentiality towards any parties involved in a student's program and progress.
- Ensuring that consistent strategies for pro active prevention and early intervention are practised to support engagement and positive behaviour and to strengthen resilience.
- The encouragement of parents/carers to support the school in a variety of ways and to enable this to be done in a safe and pro active way

Expectations of students include:

- Practising appropriate responsibilities and attending to school and class rules, as set out in the 'Student Rights and Responsibilities' Booklet.
- Being pro active and accepting challenges in their learning and to promote the development of their social and emotional growth.
- Developing and extending their resilient behaviours in daily school life.
- Attending school regularly and participating in and out of the classroom in a positive manner

Expectations of parents and carers:

- Taking an active interest in their child's educational progress
- Being pro active about promoting positive outcomes for their child at our school.
- Communicating regularly and constructively with the school regarding their child's learning and well being
- Ensuring that their child attends school daily during term unless illness or extenuating circumstances prevent the child being present.
- Celebrating successes and identifying strategies to overcome disappointments

School Actions and Consequences

School Discipline

Jells Park Primary School believes that a positive approach to student wellbeing ensures that the rights and safety of all students are protected. Teachers are trained in behaviour management strategies and ensure that positive reinforcement is the major approach utilised. This leads to increased levels of resilience in students and a minimal need for discipline measures to be carried out. Occasionally the actions of students may lead to the need to implement more structured (formal) measures.

Guidelines for School Discipline:

Refer: Student Discipline Policy

When on going support of a student is required, a staged response will be implemented by the school to support improved behaviour.

The Student Support Group will be part of the prevention and early intervention strategies for students with learning and/or behavioural issues. The support group will comprise the Principal or designated deputy, parent/carer, classroom teacher and any professional support staff involved with the child. The support group will plan the best course of action to support the student and may also recommend that he/she be referred to others to assist with the provision of optimum outcomes.

Should a student be considered for suspension, or suspension be necessary, the Student Support Group will meet to clearly describe the issues and endeavour to set out a range of strategies to overcome the particular issue/s.

Students may be suspended for breaching any of the reasons for suspension as set out under the *Student Engagement* section in the DET's 'School Policy Advisory Guide' on the DET website.

The maximum suspension is five days in a row and no more than fifteen days a year, unless a longer period is granted by DET.

The process and procedures for suspension, and reinstatement back to the school, as set out on the website, will be precisely followed should the school need to consider suspending a student.

When suspension has not effected a positive improvement and/or change in behaviours, even though the Student Support Group has pursued all practical avenues, a student may be expelled. Students may be expelled for breaching any of the reasons for expulsion as set out under the *Student Engagement* section in the DET's '*School Policy Advisory Guide*' on the DET website.

The process and procedures for expulsion, as set out on the website, will be precisely followed should the school need to consider expelling a student.

A parent/carer may appeal an expulsion, but must do so within ten school days from the start of the expulsion

Student Attendance

The school provides a safe and stimulating learning environment to excite students to challenge and extend their thinking, social competencies, resilience and self-esteem. For students to be engaged in learning, they need to attend school.

It is an expectation of the school that students attend every day during the term, except when they are ill or there are extenuating circumstances.

The response by the school to absences is a staged one:

- All student absences need to be explained in writing (by email is preferred).
- Student absences can be advised by parents in advance or on the day by emailing to attendance@jpps.vic.edu.au or by using the Absence form proforma on the Skoolbag app, giving an explanation for the absence.
- Once advice has been received from the parent/carer, details will be entered into Sentral by the Administration team.
- If students arrive at school after 8.55am, a parent/carer is required to bring them to the office to be signed in and marked as present.
- At 9.30am each school day, any unexplained absences for that day will be followed up by an SMS and email to the primary parent/carer of the absent student.
- At the end of each week any outstanding unexplained absences will be followed up by an email to the parent/carer requesting them to advise the reason for the absence/s.
- All absences in the school are monitored and students with a high number of absences are followed up with a phone call and/or meeting with the parent/carer. The meeting will include a discussion about the regularity of the absences, the effect on the child's learning and other developmental aspects, and suggestions to assist in getting the child to school every day and on time.
- In consultation with the Assistant Principal, a Support Group may be set up to further support the family, if required. The Support Group may recommend that other professionals also be involved in the support of the child and family.
- Ongoing attendance issues will require a formal Student Attendance Improvement Plan and an Individual Learning Plan with timetabled regular reviews with the Support Group.

School Attendance at Jells Park Primary School is good, but is affected by the practice of many families taking family holidays during term time. Students may be absent for one to two week periods, as well as several 'illness' days during the rest of the year. Families are encouraged to have their children at school during term time via various communication forums and the school uses suggestions from the 'It's Not OK to Be Away' DET program to promote consistent attendance.

This Policy is to be read in conjunction with:

Guidelines Engagement Policy Guidelines
School Strategic Plan
Annual Implementation Plan
Annual Report to the School Community

Student Rights, Responsibilities and Rules Booklet
Anti Bullying Policy
Student Discipline Policy
Internet Policy

Parent, Teacher and Student Survey data summaries

References:

Charter of Human Rights and Responsibilities Act
Disability Standards for Education 2005
Disability Discrimination Act
Victorian Government Schools Reference Guide
Schools Accountability and Improvement Framework website

Evaluation

Successful implementation of this policy will be measured by:

- Data collected from the annual Student Attitude to School Survey.
- Feedback from the annual Parent Opinion Survey.
- Data from the annual Staff Opinion Survey.

This Policy will be reviewed as part of the Schools' four yearly review cycle or sooner, as required.