



Student Engagement & Inclusion Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
*Student Engagement Policy Guidance***

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

May 2019

SCHOOL PROFILE

Iramoo Primary School is located in the City of Wyndham in Melbourne's rapidly growing outer western suburbs. The school is well established, has excellent facilities and has provided outstanding education for local children since 1978. Iramoo has a tradition of promoting student excellence in literacy, numeracy, physical education/Sports and all areas of the arts. The school currently also provides students with specialised classes in science, Spanish language and Information & Communication Technology including 1:1 iPad program for all students in Years 4 – 6. The purpose of Iramoo Primary School is to create an environment in which children thrive and all available human and physical resources are devoted to this goal.

Our current enrolment number is approximately 760 in 2019. Enrolment increases as new housing estates are developed in the surrounding area. As these housing estates expand, new schools have been established to cater for the population expansion.

Iramoo is a richly diverse community where our students develop strong intercultural understandings, tolerance and respectful relationships with others. Our school has more Indigenous students enrolled than any other primary school in Wyndham. We have students in the school in various year levels who receive funding from the Department of Education & Training (DE&T) Program for Students with Disabilities. These students are assisted and supported by Education Support Staff. Our school also works in partnership with carers and community based services to provide the necessary supports and interventions to a large number of children in out of home care living arrangements.

Our school is very purposeful in its approach to staffing, aiming to build a team of teachers and support staff who are committed to our school priorities and values. We recruit teachers who have an empathy with our community and an understanding of the needs of our students. We also encourage teachers to work in partnership with the parents. Teachers at Iramoo Primary School are expected to foster and support the home/school relationship. A team approach is strongly supported by the school leadership. The timetable is structured to allow shared planning and promotion of Professional Learning Teams. Great emphasis is placed on professional learning to ensure that all staff members have opportunities to enhance their skills and knowledge.

Our school focus is on supporting students' ability to learn and grow by ensuring that every child is engaged in their own learning. Our students are encouraged to strive for personal best in all that they do and to develop the skills to live a happy and healthy life, physically, socially and emotionally.

Students' health and wellbeing are of prime importance and underpin all aspects of life at Iramoo Primary School. The provision of teaching and learning programs cater for the individual needs of all of our students. Our school supports the achievement of each student's full potential in all essential learning areas with a particular emphasis on literacy and numeracy. This is achieved with a strong focus on developing effective teaching practices. We develop teacher capacity through mentoring and coaching and using data as evidence for all of our improvement strategies (e.g. parent, student and staff opinion surveys).

WHOLE-SCHOOL INCLUSION STATEMENT

Iramoo Primary School provides opportunities for all students to reach their full potential academically, socially, emotionally and physically. We encourage students to be engaged in their learning, to become socially competent and life-long learners in a safe, caring and positive environment. We promote a comprehensive curriculum which focuses on equity for all children from all backgrounds across all grade levels.

Our purpose is to create an environment in which all children thrive and we believe:

- that in all aspects of the working environment, we treat each other with respect, tolerance and display positive attitudes
- in high expectations, encompassing a relevant and challenging curriculum based on students' individual differences
- a professional attitude is required in all activities throughout the school
- in the value of our partnership with the school community in developing the learning environment of each child
- that co-operation and teamwork are essential elements of a successful school
- in the provision of a safe and secure environment being a priority for all.

Our school has implemented many programs, policies, initiatives and services to support student wellbeing, encourage attendance and cater for a diversity of needs. Students are encouraged to be involved in many extracurricular activities which extend their talents, engage their interests and support their needs. Many of our whole school programs promote student connectedness to their peers and connectedness to the school community.

Teachers at Iramoo Primary School identify the needs, talents and interests of the children in their class and are aware of the appropriate programs, teaching strategies and school procedures that cater for and support their student's needs. Our students have the opportunity to participate in our school choir and band, Art Enrichment and private music lessons. A range of sporting activities are on offer to our students. Preschool aged children enrolled at our school participate in an extensive Prep Transition program. They are invited to attend school for one hour each week throughout Term 4 prior to beginning school.

Our students have access to a school based psychologist, chaplain, speech pathologist and occupational therapist. Special support programs are conducted for students with disabilities or impairments and for students learning English as an Additional Language. Children with special talents and interests are also catered for through individual programs that challenge them and extend their strengths.

RIGHTS AND RESPONSIBILITIES

At Iramoo Primary School every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. As a school community we are familiar with and adhere to the following Acts and Legislation.

Equal Opportunity Act, 2010

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The main purposes of this Act are:

- (a) to re-enact and extend the law relating to equal opportunity and protection against discrimination, sexual harassment and victimisation; and
- (b) to amend the Racial and Religious Tolerance Act 2001 in relation to dispute resolution; and
- (c) to make consequential amendments to the Racial and Religious Tolerance Act 2001, the Victorian Civil and Administrative Tribunal Act 1998 and other Acts.

The Charter of Human Rights and Responsibilities Act 2006

The Charter 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 human rights when making decisions and delivering services.

Students with Disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation. As an education provider we make 'reasonable adjustments' to accommodate our students with the nature of the student's disability.

Bullying and Harassment

Definitions

Bullying involves a person being subject to repeated acts causing embarrassment, pain or discomfort. These acts can include verbal and/or physical abuse or intimidation by exclusion, gestures or extortion.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Cyberbullying is a form of bullying that is carried out through an internet service such as email, chat room, online social networking, instant messaging or web pages and mobile phone technologies such as SMS and it may involve text or images.

Bullying can impact upon the emotional, social, behavioural and physical wellbeing of a person.

Rights and Responsibilities of 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 cyberbullying) or harassment they are able to fully develop their talents, interests and ambitions• 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 school regularly;• 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, which will contribute to an engaging educational experience for themselves and other students• progress through school and be encouraged and supported to take greater responsibility for their own learning and to participate as members of the whole school community

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
Parents/carers have a right to: <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 are encouraged.	Parents/carers have a responsibility to: <ul style="list-style-type: none">• 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.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: <ul style="list-style-type: none">• expect that they will be able to teach in an orderly and co-operative environment• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.	Teachers have a responsibility to: <ul style="list-style-type: none">• fairly, reasonably and consistently, implement the engagement policy• 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• use a range of teaching strategies and resources to engage students in effective learning.

Iramoo Primary School has developed a comprehensive range of policies which help educate our students, staff and parents about their rights and responsibilities. These documents include:

Anti-Bullying Policy
Child Safe – Code of Conduct
CyberSafety/eSmart Policy
Attendance/Punctuality Policy
Student Dress Code

Children's Health and Wellbeing Policy
Child Safe - Mandatory Reporting
Discipline Policy
Student Absence Procedures
Equal Opportunity Policy

Our policies are reviewed on a regular basis. We invite feedback and input from staff, students and parents. Policies are presented, reviewed and ratified by School Council. All policies are available on the school's website at www.iramoops.vic.edu.au

SHARED EXPECTATIONS

Iramoo Primary School actively promotes and encourages positive interaction and shared expectations with the whole school community. Our school has developed in consultation with parents, students and staff, three core values. Our core values are:

RESPECT:

To treat ourselves, others and all belongings with consideration.

RESPONSIBILITY:

To be accountable for one's own actions.

To know that your actions can affect yourself and others.

RELATIONSHIPS:

To 'get along' with other people in a variety of situations.

To promote the understanding of our three core school values, our school has developed Top 10 'Not Negotiable' Social Skills. These social skills make the expectations for students and staff behaviour very clear. They are written in plain language so they are easy to understand, model and reinforce. The **Top 10 'Not Negotiable' Social Skills** are:

1. Treat others as YOU would like to be treated, in person and online.
2. Speak to adults (and everyone else) with respect.
3. Take responsibility for your own actions, don't blame others.
4. Be honest, don't tell lies.
5. Use a person's name and make eye contact when speaking to them.
6. Listen and do not interrupt when another person is speaking.
7. Where appropriate use 'Please', 'Thank you' and/or 'Excuse me'.
8. Do not take or touch people's property without permission, including online accounts and passwords.
9. Behave safely and keep your feet and hands to yourself.
10. No put downs – be positive or be quiet.

Iramoo Primary School provides an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can engage effectively in their learning and experience success. As a school we believe in and practise:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

SCHOOL ACTIONS AND CONSEQUENCES

All teachers are required to establish appropriate behaviours in the classroom. Consequences for inappropriate behaviour will be sequential and appropriate to the misbehaviour. Each case is treated individually and dealt with according to the circumstances by the appropriate staff. Management of student behaviour is supported through the implementation of various whole school based strategies and students whose behaviour is deemed at risk will be referred, via school procedures, to the Student Wellbeing Coordinator.

Whole school and classroom practices include:

- establishing predictable, fair and democratic classrooms and school environments/rules
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating opportunities for them to take responsibility and be involved in decision making
- providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- following the school Discipline and Attendance/Punctuality Policy procedures.

Broader support strategies will include:

- Involving and supporting parents/carers
- Involving the Student Wellbeing Coordinator and/or Principal
- Mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- Developing individualised learning, behaviour, safety or attendance plans
- Providing broader educational programs, for example camps/outdoor education/creative arts
- Involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in the **Ministerial Order 625 – Suspensions and Expulsions (pdf – 3.94mb)** (<http://www.education.vic.gov.au/school/principals/participation/minorder625.PDF>)

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- **Withdrawal of privileges** - teachers are permitted to withdraw privileges from students as a logical consequence of breaches of school rules.
- **Withdrawal from class** - if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities. In more severe cases, this student may be required to leave the classroom for a specified period of time. Where appropriate, **parents/carers should be informed of such withdrawals.**
- **Detention** – students will receive after school detentions in accordance with our school's Discipline Policy. During detention appropriate consequences will be given e.g. writing about what they have done and explaining why it is wrong, completing work, writing an apology letter, writing the school's Top 10 'Not Negotiable' Social Skills.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The Principal/Assistant Principal should ensure that parents/carers are informed at least the day before any after school detention. Where family circumstances are such that the completion of after school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (see Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Evaluation

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