



STUDENT ENGAGEMENT AND INCLUSION POLICY

1: SCHOOL PROFILE

Kyabram P-12 College has two campuses: one primary and the other secondary with approximately 975 students.

The College is organised according to the Stages of Learning: P-4 Early Years, 5 - 9 Middle Years and 10-12 Senior Years, each lead by an Assistant Principal and Leading Teachers. The staff and students in each stage of learning, are supported by Assistant Principals in ICT, Transitions, Student Well Being and School Operations with the main focus on improved student outcomes. The school is lead through on a distributive leadership model that promotes shared leadership throughout the college.

The College provides a broad range of educational opportunities to cater for all students. The College is integral to the community and believes that this is demonstrated by our ongoing commitment and involvement in community organisations such as Kyabram Community and Learning Centre, CCLLEN and other community support agencies.

2: WHOLE SCHOOL PREVENTION STATEMENT

Kyabram P-12 College is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The College values of Respect, Resilience, Responsibility, Doing Your Best and Community are supported by both the student and teacher behavior matrix which provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support for Engagement and Learning (SWPB-EL) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and/or harassing behaviour; while providing an effective framework within to restore positive relationships.

SWPB-EL also emphasises that classroom management and preventive school discipline must be integrated and working together with effective curriculum instruction in a positive and safe school climate to maximize success for all students. A clear structure of positive reinforcements which includes rewards is essential in complementing and encouraging appropriate behaviour and preventing the encouragement of inappropriate behaviour.

All prevention and intervention engagement and wellbeing programs are developed in response to student needs that have been determined by up-to-date research, as well as quantitative and qualitative analyses of school data. Data is used to evaluate and refine current programs. We recognise the importance of interagency collaboration in supporting and improving students learning outcomes and wellbeing.

3. RIGHTS AND RESPONSIBILITIES:

The school values cooperation and teamwork amongst all the school community. Kyabram P-12 College is committed to all members of the school community working together to provide a safe, caring and stimulated learning environment.

3.1. The P-12 School values are:

Respect

Resilience

Responsibility

Doing Your Best

Community

All members of the school community are expected to model appropriate behaviours as set out by the College Values and the Behaviour Matrix. We believe that the importance of positive personal relationships is one of the key underpinning values of Kyabram P-12 school community.

3.2. All students have the right to:

- Be treated fairly and respectfully by all members of the school community
- Be safe and secure
- Stimulating teaching and learning
- Learn in the classroom without interruption
- A clean, ordered and safe learning environment
- Equitable access to school programs regardless of gender, cultural background, race, religion, sexual orientation, age, or disability.
- Express their views appropriately through the appropriate channels (e.g. House Leaders, School Council)
- Receive ongoing communications, effective feedback about both classwork and behavior, along with assessments and reports about their progress.

3.3. All students have the responsibility to:

- Come to school in correct uniform
- Bring equipment ready and prepared to learn
- Attend school 95 % of the time or more; be on time to school and all classes
- Remain at school in class for the whole day
- Participate in College programs that are offered appropriate to their year level
- Respect the right of others to learn and be willing to take on all learning opportunities
- Communicate clearly and honestly any issues of concern they have about their learning to an appropriate staff member
- Care for their own property/equipment and respect the property/equipment of other students and of the school
- Respect the individuality of others regardless of gender, sexuality, race, marital status, religious beliefs, family background, political beliefs, physical or mental disability or impairment or the status or condition of being a parent or childless.
- Use digital technology and electronic communication in a safe and respectful manner

- Respect their personal health and emotional wellbeing (and that of others) and comply with school regulations associated with prohibiting the use of cigarettes, alcohol and other drugs

4: SHARED EXPECTATIONS

At Kyabram P-12 College all staff have a shared responsibility for the development and provision of appropriate, relevant and challenging curriculum and co-curricula programs that give students the opportunity to experience success in their learning and future pathway.

4.1. Staff Expectations:

- Commit and adhere to the College Values and the Behavior Matrix
- Use inclusive teaching practices – that provide for individual difference
- To ensure each student experiences success at school
- Respect the individuality of others regardless of gender, sexuality, race, marital status, religious beliefs, family background, political beliefs, physical or mental disability or impairment or the status or condition of being a parent or childless.
- To have a belief that all students can learn and provide them with engaging curriculum
- To ensure a safe learning environment
- To monitor and follow up student attendance
- To facilitate the development of student individual strengths and interests
- To provide opportunities for students to explore pathway directions from Prep to 12 (e.g. transition and retention)
- To foster and support the wellbeing of students
- To seek guidance and/or know when to refer students to appropriate school personnel (Careers, Wellbeing, Team Leaders, Year Level Leaders, etc.).
- To provide all students with effective feedback, positive reinforcement and rewards

4.2. Student Expectations:

- To work in an educational environment that is safe, supportive and inclusive, where they are able to develop their talents, interests and ambitions.
- To participate fully in the school's educational program and to attend regularly.
- Respect the individuality of others regardless of gender, sexuality, race, marital status, religious beliefs, family background, political beliefs, physical or mental disability or impairment or the status or condition of being a parent or childless.
- To display positive behaviours that will demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- To take responsibility for their own learning and participation as members of the whole school community.
- To actively contribute to creating a positive learning environment.

4.3. Parents/Carers Expectations:

- To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights and property of others are encouraged
- To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- To ensure their child's regular attendance. A minimum of 95% attendance is required.
- To engage in regular and constructive communication with school staff regarding their child's learning.
- To support the school in maintaining a safe and respectful learning environment for all students.

4.4. STUDENT SUPPORT PROGRAM DESCRIPTION FOR BOTH CAMPUSES

The following SWPB diagram provides a guideline to the support and programs available across both campuses.



Tier 3 - Intensive individual interventions individual students

Tier 2 - Targeted group intervention for some students

Tier 1 - Universal intervention for all students

5. SCHOOL ACTIONS AND CONSEQUENCES

5.1. Student engagement, regular attendance and positive behaviours will be supported through a relationship based on School Wide Positive Behaviours whole-school and classroom practices, including:

- establishing predictable, and fair classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students and their cultural diversity
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing safe physical environments that foster positive behaviours and effective engagement with their learning

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

- ensuring a clear understanding of expectations by students, parents/carers and teachers
- providing consistent school and classroom environments
- involving and supporting the parents/carers
- mentoring and/or counselling
- developing individualised flexible learning, behaviour or attendance plans
- linking students and families with community support and health agencies.

5.3. 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.

The Staged Interventions which may be used prior to suspension include:

- A range of positive behaviour interventions
- Learning plans, Behaviour Support plans and Return to School plans
- Parent/carer contact – telephone conversations and meetings
- Time-out/Withdrawal/In-school suspension 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 or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Referral to Leading Teachers; Assistant Principals; DET Key Personnel
- Referral to school based positive behaviours and wellbeing prevention and intervention programs (e.g. Social Skills group)
- Use of the Student Management Tool to monitor and track students at risk with the aim of providing appropriate early intervention
- Lunchtime Detentions - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. Lunchtime detentions are used to support the implementation of both the Uniform and Attendance policy. No more than half the time allocated for any lunchtime may be used for this work.
- Convening of a Student Support Group (SSG) and SSG meeting (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

5.4. Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines

LINKS TO ASSOCIATED COLLEGE POLICIES:

This policy should be read in conjunction with the following:

- Kyabram P-12 College Internet Acceptable Use Policy
- Kyabram P-12 College Mobile Phone Policy
- Kyabram P-12 College Bullying and Harassment Policy
- Attendance Policy

TIMELINE/POLICY REVIEW AND EVALUATION

RATIFIED BY COLLEGE COUNCIL

_____ Date: __/__/__
College Council President

Review Date March 2019