



STUDENT ENGAGEMENT & INCLUSION POLICY

School Profile:

Karingal Primary School was established in 1966. It is located on a large, picturesque site in a well-established residential suburb of the City of Frankston, 53 km south-east of Melbourne. The school's attractive site, with established native trees, contrasts with the local urban environment and the comprehensive shopping complex nearby.

Karingal is part of the Central Peninsula School Network and there are four other primary schools, three government and one Catholic, and a secondary college within walking distance of the school. The school integrates a Montessori learning stream comprising of 5 classes.

Families in the school are drawn from some established families, first homebuyers and other families renting privately or through the Department of Human Services.

The current staffing profile includes a vast majority of experienced and some beginning teachers with a diverse range of backgrounds and interests, and has a reasonable gender balance. A strong partnership exists between the School Council, the highly professional staff and a dedicated core of supportive parents. There is an active Parents and Friends Association.

An early year's partnership with Frankston City Council operates at Karingal Place, which is situated on Wingham Park adjacent to the school. This partnership involves Child and Maternal Health, two pre-schools, the Karingal Neighbourhood House and the school, with three prep rooms and a gymnasium. The school works closely to manage and integrate these key stakeholders.

School values, philosophy and vision:

Karingal Primary School is committed in providing a friendly, dynamic and secure learning environment that strives to develop respectful, resilient, lifelong learners. It supports students to achieve their personal best in an atmosphere of mutual respect and cooperation.

At Karingal Primary School a clearly defined set of core values underpin everything we do. We value:

RESPECT	Is defined by Fairness, Strength, Consideration and Sincerity
INTEGRITY	Is defined by Truth, Honesty, Responsibility, Loyalty and Safety
PERSISTENCE	Is defined by Control, Hard work, Commitment, Learning, Purposefulness and Success
RESILIENCE	Is defined by Humour, Initiative, Flexibility and Courage
RELATIONSHIPS	Are defined by Empathy, Collaboration, Support and Trust

Guiding Principles:

- 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 participation' 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.

Engagement strategies:

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works 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 intervention strategies in place to address inappropriate behaviours, which can negatively impact on the learning environment of the self and others.

The following programs and strategies are being implemented to promote student engagement, high attendance and positive behaviours:

- The delivery of a student environment in which they feel safe and supported and where their teachers have high expectations for their learning.
- The creation of fair, respectful and consistent behaviour management systems, which ultimately deliver tolerance and respect for all individuals.
- A strong and sequential transition program and practices at the different stages throughout the school, which if successful reduces anxiety and develops resilience and readiness.
- The provision of a learning environment that welcomes all parents/carers and is responsive to them as partners in learning, thus ensuring that the unique experiences and skills of their students' families and the community is enriched.
- The deployment of early intervention strategies which will enable the early identification of vulnerable students and those at risk of disengagement from school,

with particular focus on school attendance. Access to specialised school personnel like psychologists, speech pathologists and social workers.

- Our senior school connectedness/wellbeing delivered through small group discussions with the designated project officer covering adolescent issues, introduction of role models/mentors, role-playing and case study issues.
- Our Kids Matter Program designed to develop the virtues of family values through exposure to family events, including movie nights, Family Challenge, sports days and the annual production.
- Ensuring that the parent/carer community assists the school with understanding of the need for wearing of uniforms, punctuality, the Year 6 Special Uniform, consistent attendance and involvement in all school activities

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
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

Behavioural expectations:

Refer to Student Management Policy

Students are expected to:

- take responsibility for their learning and have high expectations that they can learn
- take responsibility for their behaviour and its impact on others
- model the school's core values of diversity, achievement, responsibility and endeavour

School actions:

Responding to challenging behaviour.

The School will:

- Employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
- Consistently apply its behaviour management strategies through a shared collegiate understanding and only exclude students in extreme circumstances.
- Recognise that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

School Action and Consequences:

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- 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 multiple opportunities 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 supported 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

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may 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, which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences, which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals.
- Withdrawal from the yard. Where appropriate, parents/carers will be informed of such withdrawals.
- In School Suspension (withdrawal from class and the yard). Parents/carers will be informed of such withdrawals.
- Convening of a school support group.

When considering suspension or expulsion, the school follows the Department of Education and Training procedures.

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 and Friends 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 Inclusion 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

Parent responsibilities for supporting their child's attendance and engagement are outlined our Student Management Policy. 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
- the School Information Portal data
- parent survey data
- data from case management work with students
- data extracted from software such as Sentral or CASES21

Evaluation:

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

This policy was last ratified by School Council in September, 2015.