

**Lorne P-12 College**



**Student Engagement  
&  
Inclusion Policy**



## Purpose

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The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) Our commitment to providing a safe and supportive learning environment for students
- (b) Expectations for positive student behaviour
- (c) Support available to students and families
- (d) Our school's policies and procedures for responding to inappropriate student behaviour.

Lorne P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values

## Scope

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This policy applies to all school activities, including camps and excursions.

## Implementation Contents

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## 1. School Profile Statement

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The Lorne School, was established in 1897 and has evolved into the current Lorne P-12 College in 2017. In 2018, Lorne P-12 College consisted of 86 primary students and 107 secondary students, with a total enrolment of 193. We have 25.85 equivalent full time staff, including 2 Principal Class Officers, 24 Teachers both full and part time and 10 Education Support staff.

Our strengths include providing learning depth and breadth, catering for personalised learning pathways and delivering a broad range of academic, social, cultural, creative and community experiences to support students to pursue their passions and experience success.



## **2. School Values, Philosophy and Vision**

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Lorne P-12 College's vision is to empower students to reach their personal best academically and socially to fully equip them to be positive members of our society.

The College's mission is to provide world class education with our coastal community and natural environment along the Great Ocean Road. Our College engages students and teachers to maximise their personal best in an atmosphere of mutual respect and cooperation which actively involves parents, families and the wider community.

The College values being respectful, being cooperative, and doing our personal best.

The College aims to provide programs within a supportive environment that teach and facilitate the development of knowledge, skills and values. Our College will assist and encourage students of all abilities to reach their full potential, equipping them to become positive members of our society.

Our College operates in a climate where we strongly encourage the shared ownership of student success and provide many opportunities for staff, parents and students to have input into our school. The College Council is committed to the wellbeing and development of the College. We have a strong environmental and sustainability focus across the College.

The programs and teaching at Lorne P-12 College support and promote the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach based on the Positive School Wide Behaviours program.

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 through the Victorian Curriculum Capability areas of Ethical, Intercultural and Personal and Social Learning.

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 through student participation in leadership forums and opportunities. 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 staff to respond to the needs of our students.

### 3. Engagement Strategies

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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 universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 1**.

#### **Universal (Whole-school) Strategies:**

- Our guiding principle is to set high and consistent expectations of all staff, students, parents and carers.
- We aim to create a culture that is inclusive, engaging and supportive.
- Our school will deliver a broad curriculum including VET programs, VCE and VCAL.
- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
- Our school will develop behavioural expectations based on our school values, 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.
- Our school prioritises positive relationships between staff and students recognising the fundamental role that this plays in building and sustaining student wellbeing.
- Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings 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 based on Ethical, Intercultural, and Personal and Social capabilities in the Victorian Curriculum.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
- We deliver carefully planned transition programs to support students moving into different stages of their schooling.
- We monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Being a P-12 College, we create and make use of opportunities for cross-age connections amongst students through school performances, sporting events, music program, and student voice.
- As a regional school, we actively access and promote programs, incursions and excursions developed to address issue specific behaviours.
- We successfully engage in partnerships with a number of local health services and organisations.

#### **Targeted (Small-group) Strategies:**

- All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan.

- All students in Out of Home Care will be appointed a Wellbeing Mentor and will be referred to Student Support Services for an Educational Needs Assessment.
- Welfare and Health 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.
- Relevant teaching staff will apply a trauma-informed approach to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.

### **Individual Strategies:**

Strategies to support attendance and engagement of individual students include:

- Meeting with student and their parent/carer to talk about how best to help the student engage with school.
- Establishing a Student Support Group.
- Seeking extra resources under the Program for Students with Disabilities for eligible students.
- Developing a Behaviour Support Plan and/or Individual Education Plan.
- Considering if any environmental changes need to be made, for example changing the classroom set up.
- Referring to internal support services eg Student Welfare Coordinator or Student Support Services

Referring to external support services including ChildFirst, Local Government Youth Services, and Youth Community Agencies.

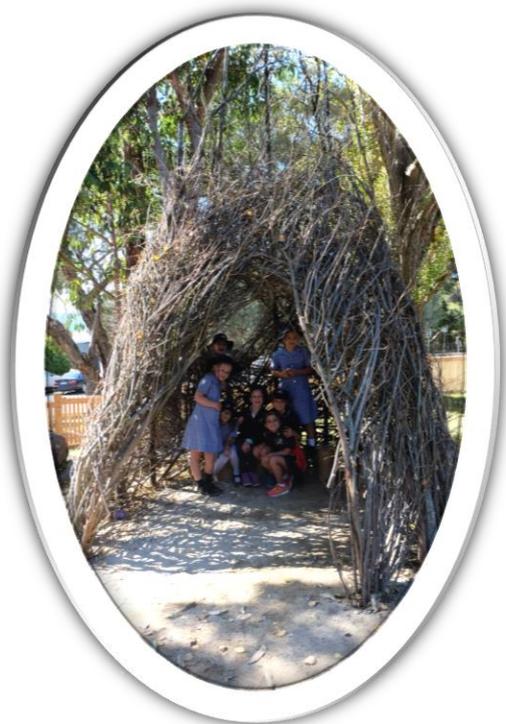
## **4. Identifying Students in Need of Extra Support**

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Lorne P-12 College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

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 records
- Academic performance, particularly in literacy and numeracy assessments
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Compass and other student mapping tools
- Engagement with student families
- Self-referrals or referrals from peers.



## 5. Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive educational environment. Everyone deserves to be treated with respect and dignity, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

### Rights and Responsibilities of Students

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.

| Rights   | Responsibilities   |
|--|--|
| <p>Students have the right to:</p> <ul style="list-style-type: none"> <li>- Be treated with respect.</li> <li>- Learn and play, without interference.</li> <li>- Feel safe, secure and happy at school.</li> <li>- Express their ideas, feelings and concerns.</li> <li>- Expect their property to be safe.</li> </ul> | <p>Students have the responsibility to:</p> <ul style="list-style-type: none"> <li>- Participate fully in the school's educational program.</li> <li>- Attend regularly.</li> <li>- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>- Respect the right of others to learn.</li> <li>- Develop themselves as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> </ul> |

### Rights and Responsibilities of Staff

Teachers have the right to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Our Staff Code of Conduct applies to the professional behaviour of all school staff in the provision of a nurturing and challenging environment that promotes an enthusiasm for learning that prepares individuals to become reflective and valued members of society.

| Rights   | Responsibilities  |
|--|---|
| <p>Staff have the right to:</p> <ul style="list-style-type: none"> <li>- Be treated with respect.</li> <li>- Work in an orderly and cooperative environment.</li> <li>- Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</li> </ul> | <p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> <li>- Fairly, reasonably and consistently, implement the school's Student Wellbeing and Engagement policy.</li> <li>- Assess and plan for effective learning.</li> <li>- Create and maintain safe and challenging learning environments.</li> <li>- Use a range of teaching strategies and resources to engage students in effective learning.</li> </ul> |

### Rights and Responsibilities of Parents/Carers

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.

| Rights  | Responsibilities   |
|---|--|
| <p>Parents/Carers have the right to:</p> <ul style="list-style-type: none"><li>- Be treated with respect.</li><li>- Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others is encouraged.</li><li>- Work in partnership with the school to support their child's academic, physical, social and emotional growth.</li></ul> | <p>Parents/Carers have the responsibility to:</p> <ul style="list-style-type: none"><li>- Model positive behaviours.</li><li>- Promote positive educational outcomes for their child by taking an active interest in their child's educational.</li><li>- Ensure their child's regular attendance.</li><li>- Engage in regular and constructive communication with school staff regarding their child's learning.</li><li>- Support the school in maintaining a safe and respectful learning environment for all students.</li></ul> |



## 6. Behavioural Expectations

Shared behaviour expectations for students and school staff have been developed according to our school values and are detailed in the matrices below:

|  <b>Lorne-Aireys Inlet P-12 College</b> |  | <b>School Wide Positive Behaviours-Behaviour Matrix</b>  |  |  |   |
|--|--|--|--|--|---|
|  | <b>Inside spaces</b>   | <b>Outside spaces</b>  | <b>To and from school</b>  | <b>School events &amp; Excursions</b>  | <b>Technology</b>   |
| <b>Co-operation</b>  | <ul style="list-style-type: none"> <li>I allow others to learn</li> <li>I share school equipment with others</li> <li>I will complete my fair share of group tasks</li> </ul>  | <ul style="list-style-type: none"> <li>I include others in activities</li> <li>I help others when needed</li> <li>I understand that others have different ideas and opinions</li> <li>I take personal responsibility for my actions</li> <li>I wait my turn</li> <li>I use water wisely</li> </ul> | <ul style="list-style-type: none"> <li>I use the school crossing</li> <li>I follow the bus rules</li> <li>I will observe the laws governing driving to and from school</li> </ul>  | <ul style="list-style-type: none"> <li>I return payments and permission forms on time</li> <li>I bring the equipment I need</li> <li>I support my House by joining in and being an active member</li> <li>I strive to be a positive role model while representing the College</li> <li>I help others when needed</li> <li>I make every effort to attend all school activities</li> </ul> | <ul style="list-style-type: none"> <li>I use technology in the classroom under the direction of the teacher</li> <li>I use technology cooperatively in the classroom</li> <li>I return resources in the same condition as were borrowed</li> <li>I follow the student internet guidelines</li> </ul>  |
| <b>Personal Best</b>   | <ul style="list-style-type: none"> <li>I bring all the appropriate equipment to class</li> <li>I get to class on time</li> <li>I listen to &amp; follow instructions</li> <li>I use my Planner for organisation</li> <li>I complete all of my work to the best of my ability</li> <li>I challenge myself to do my best</li> <li>I ask questions if I don't understand</li> <li>I am in class at all times</li> <li>I am seated in class at all times unless I am asked to do otherwise</li> <li>I maximise my learning time</li> <li>I need permission to be in other areas of the school</li> </ul> | <ul style="list-style-type: none"> <li>I recognise the music means the end of recess/lunch and proceed promptly to class</li> <li>I remember to go to the toilet at break times</li> <li>I remember to get a drink at break times</li> </ul>   | <ul style="list-style-type: none"> <li>I am punctual and I arrive to school on time (Before home group)</li> <li>I am responsible for homework – I take it home and bring it back having attempted all I can</li> <li>I take notes from school home and I return notes to school from home (signed) including the newsletter</li> <li>I follow instructions</li> <li>I take my planner home and return it to school everyday so my parents can view my progress</li> </ul> | <ul style="list-style-type: none"> <li>I make the most out of the learning experience</li> <li>I will use my initiative to react positively to new and/or different experiences</li> </ul>   | <ul style="list-style-type: none"> <li>I bring my charged personal computing device to school every day</li> <li>During my time at school my computer use is directly related to classroom learning</li> <li>I will reference and acknowledge information from the internet</li> </ul>  |
| <b>Respect</b>   | <ul style="list-style-type: none"> <li>I use good manners with everyone including hands up to draw attention to myself</li> <li>I listen attentively when others speak</li> <li>I am kind to others</li> <li>I follow teacher instructions</li> <li>I look after the school</li> <li>I will respect myself and the rules of the College</li> <li>I leave areas neat and tidy</li> <li>I respect my personal space and the personal space of others</li> <li>I move safely</li> <li>I properly express my opinion and allow others to properly express their opinion without interruption</li> </ul>  | <ul style="list-style-type: none"> <li>I stay within school boundaries</li> <li>I respect personal space of others</li> <li>I use language that is not offensive to others</li> <li>I keep our school clean</li> <li>I look after belongings and property</li> </ul>                               | <ul style="list-style-type: none"> <li>I will arrive on time</li> <li>I use good manners and inoffensive language with everyone</li> <li>I wear my school uniform correctly</li> <li>I take my planner home and return it to school everyday so my parents can view my progress</li> <li>I respect public property and public spaces</li> </ul>  | <ul style="list-style-type: none"> <li>I represent Lorne Aireys Inlet P-12 College in a positive way</li> <li>I arrive on time</li> <li>I listen attentively</li> <li>I wear my school uniform correctly</li> <li>I use positive language</li> <li>I show good sportsmanship</li> <li>I am mindful of community members</li> </ul>   | <ul style="list-style-type: none"> <li>I will use ICT according to the ICT agreement</li> <li>I will be smart, safe and responsible when online at school and at home</li> <li>I keep my password and personal information private</li> <li>I keep my computer in my locker/in the classroom at recess and lunch</li> <li>I take care of my computer</li> </ul> |

STAFF MATRIX FOR SCHOOL WIDE POSITIVE BEHAVIOURS

| <b>The LAIP12 COLLEGE VALUES</b>  | <b>CLASSROOM</b>   | <b>INSIDE SPACES</b>   | <b>OUTSIDE SPACES</b>  | <b>TO AND FROM SCHOOL</b>  | <b>SCHOOL EVENTS</b>  | <b>DIGITAL CITIZENSHIP</b>   |
|---|--|--|--|--|---|--|
| <b>RESPECT</b><br>I respect myself and other people<br>I listen to others with an open mind<br>I respect other's ideas<br>I am tolerant<br>I respect school property and the property of others | I treat everyone fairly<br>I listen to the students ideas and suggestions<br>I accept differences between students<br>I monitor and supervise the classroom and school property  | I monitor and supervise all areas<br>I manage the students and the environment for a safe, clean area<br>I report any damage immediately<br>I follow up on students doing the wrong thing<br>I leave classrooms clean and tidy | I attend yard duty when I am timetabled and be on time<br>I supervise/manage students even when not on yard duty<br>I volunteer for lunchtime activities<br>I actively supervise when on yard duty<br>I support my colleagues at all times | I am professional in my actions and dealings with others as a member of teaching service. I follow up on student behaviour I see in the community. I follow OHS and DEECD guidelines coming to and going home from school. | I arrive on time and assist my colleagues<br>I attend outside hours school events to support my colleagues, students and their families<br>I stay until the end and help pack up  | I keep my personal life and school life separate eg facebook<br>I supervise/manage the students when using digital equipment<br>I follow the 1:1 program guidelines<br>I monitor student use of netbooks/lap tops<br>I use the internet for educational purposes |
| <b>PERSONAL BEST</b><br>I maintain a positive and curious mind<br>I seek out new knowledge and ideas with enthusiasm<br>I seek to continuously improve my skills                                | I attend professional learning and look for opportunities to improve my skills.<br>I learn from the students in my classes.<br>I look at different ways to teach my students.  | I assist with providing an interesting and stimulating college environment with displays, student work, signs.<br>I report maintenance issues as soon as they arise eg graffiti, damage  | Every interaction I have with a student is a learning experience for both of us.<br>I always explain to students the why of the situation.<br>I assist students in the yard when I see they need my help or support                        | I understand I am a role model for the students and their families when in the community.<br>I support teacher networks appropriate to my area and attend networks and network PD when available                           | I participate in school events in any way that is helpful.<br>I undertake roles at school events that assist me with developing new skills and understanding how the school organisation operates.<br>I learn by participating in school events | I use the college ICT resources for educational and professional purposes for the benefit of my teaching.<br>I attend ICT PD to improve all aspects of my skills.<br>I assist others with ICT when I see the need.   |
| <b>COOPERATION</b><br>I am willing to share ideas, resources and skills. I am helpful and approachable. I contribute positively to class and group activities                                   | I follow the PB matrix in all my classrooms. I mentor student teachers and graduates. I seek to understand my students and their learning needs. I follow the college curriculum/teaching and learning/assessment and reporting guidelines | I work with and support my colleagues in all our work at the college.<br>I share my work, step in a help when needed and undertake my duties in a positive manner.   | I approach any student in the College when my assistance is required. I maintain a positive and courteous manner to all students and staff. I support my colleagues in the yard when needed.   | Attend network PD and meetings with my colleagues. I introduce them to other teachers in the network. I mentor teachers new to the school.   | I enlist staff new to the school to help me school events. I ensure my students and parents know about school events and are able to participate. I follow up, support and am actively involved in ensuring each school event is a success.     | I share my knowledge and resources with my colleagues. I contribute to PLT and other college groups my ICT skills and knowledge. I can ask anyone in the College to assist me with ICT.  |

### **Responding to Challenging Behaviour**

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. *Please refer to school's Responsible Behaviour Plan for more detailed information.*

#### **Stage 1 – Promoting positive behaviour and preventing behavioural issues**

Lorne P-12 College promotes School-wide Positive Behaviours. The school has:

- Clear school-wide expected behaviours
- A whole-school positive behaviour rewards system
- School-wide processes to identify and support students at risk of disengagement from learning.

#### **Stage 2 – Responding to individual students exhibiting challenging behaviour**

Lorne P-12 College has a clear process to support students exhibiting challenging behaviours. The school actively:

- Assesses student behaviours including behaviour functions, influences, and triggers.
- Develops Behaviour Support Plans and/or Individual Education/Learning Plans
- Considers environmental changes that may assist the student's behaviour
- Teaches replacement positive behaviours
- Engages Student Support Services, the Visiting Teacher Program, and /or community services to undertake assessments and/or provide specialist support
- Establishes student support groups
- Implements appropriate disciplinary measures that are proportionate to problem behaviours
- Considers out-of-school behaviour management options if available.

### **Discipline**

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to address that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Warning a student that their behaviour is inappropriate
- Teacher controlled consequences such as moving a student in a classroom
- Restorative practices (eg. repairing damage caused)
- Withdrawal of privileges or from class activities for a specified period
- Detentions
- Conduct Reviews
- Behaviour Contracts
- Suspensions (in-school and out of school)
- Expulsion

Corporal punishment is prohibited in our school and will not be used 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](#).

## 7. Engaging With Families

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Lorne P-12 College values the input of parents and carers, and will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communications Procedures
- providing volunteer opportunities so that families can contribute to school activities
- 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
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

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Lorne P-12 College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis:

- student survey data
- incidents data
- school reports
- parent survey
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

## Further Information and Resources

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Links which are connected to this policy are:

- [Student Engagement and Inclusion Guidance](#)
- [Charter of Human Rights](#)
- [Disability Standards for Education](#)
- [Human Rights & Anti-Discrimination Requirements](#)
- [Framework for Improving Student Outcomes](#)
- [VIT Teacher Code of Conduct](#)
- [Ministerial Order 625 - Suspensions & Expulsions](#)

This policy is informed by DET's [Engagement and Inclusion Guidance](#).

The following are relevant school related documents:

- Duty of Care and Supervision Policy
- Responsible Behaviour Plan
- [Bullying and Harassment Policy](#)
- Internet Use Policy and Procedures

## Review Cycle

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This policy was last updated in June 2018 and is scheduled for review in June 2020.