



Student Engagement and Inclusion Policy

1. BACKGROUND

Apollo Bay P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and our school shall promote an understanding of this link in both the school environment and in the classroom.

2. PURPOSE & AIMS

- 2.1 To articulate the school community's shared expectations in the areas of student engagement, attendance and behaviour.
- 2.2 To support the rights of every member of the school community and to enforce the expectation that every member of the school community will contribute to a safe and inclusive educational environment.

3. IMPLEMENTATION

3.1 Engagement

- a. Teachers will use the national and state curriculum frameworks as the basis for planning rigorous and engaging age-appropriate curriculum.
- b. The school will develop and communicate an instructional model to achieve consistent and effective teaching practices.
- c. Teaching staff will work in professional learning teams, sharing responsibility for the learning experiences and outcomes of particular groups of students.
- d. Curriculum planning and resource allocation will recognise the key skills of literacy and numeracy and all students will be supported to build on their skills in these areas.
- e. Students achieving below the expected standard in Literacy or Numeracy will have an Individual Learning Plan (ILP) with short term and long term goals.
- f. Students on the Program for Students with Disabilities (PSD) will be supported to participate fully in school programs through the formation of a Student Support Group and assessment against individualised goals.
- g. In addition to classroom learning, the school will provide students with extra-curricular enrichment activities including:
 - the opportunity to participate in school sporting events and inter-school competitions to the highest level;
 - outdoor adventures and physical challenges;
 - cultural activities including opportunities to participate in the performing arts, cultural incursions and excursions;
 - activities designed to foster personal development, team building and leadership;

- h. School staff will communicate and model high expectations along with our school values and VIT expectations and requirements
- i. Student success will be celebrated through assemblies, the newsletter and other media.
- j. The school will provide the opportunity and support for students to take on formal leadership roles including School Captains, House Captains and Student Representative Council;
- k. The school will provide opportunities for students to connect with their community and will look for opportunities to draw on community skills and resources to enhance learning opportunities and outcomes.
- l. Prep students will be supported in their transition to school by a transition program commencing in the second semester of kinder;
- m. The Welfare team will provide additional support and pastoral care to students and families;
- n. The school values will be incorporated into the language, rituals and signage of the school;
- o. Facilities at the school will be maintained and developed to provide the best possible learning environment for students.
- p. The school will foster positive and supportive relationships between staff and students, and staff and families, and encourage family participation in school programs, committees and events;
- q. The school will encourage the effective and innovative use of technology to enhance learning outcomes.

3.2 Attendance

- a. The school will encourage all students to attend school every day. Parents will be required to communicate absences to the office via a note, telephone call or via COMPASS;
- b. In addition to attendance statements on end of semester reports, absence reports will be generated for students when agreed trigger points are reached. Regular attendance will be recognised and celebrated via assemblies and semester certificates to recognise high levels of attendance for students;
- c. The school will enforce and communicate protocols to encourage punctuality to school and to each class;
- d. Where a student is not attending school regularly and punctually, the Principal and Wellbeing staff will work closely with the student and his/her family.

3.3 Behaviour

- a. The schools approach to student behaviour will be built on a foundation of respectful relationships as per our Student Engagement Guidelines.
- b. Through the curriculum, students will be explicitly taught pro-social skills and strategies for building and maintaining respectful relationships;
- c. Positive behaviour will be reinforced through verbal acknowledgement, communication with parents and awards;
- d. Restorative practices will be used to support students to take responsibility for their actions and repair harm;
- e. The school will set clear behavioural expectations in a clearly and widely communicated student code of conduct, and implement consistent consequences and classroom protocols.
- f. The school will communicate with parents when students are not meeting the expectations with regards to behaviour.
- g. The school will apply the DET guidelines with regards to student suspension and expulsion.
- h. Where a student is suspended from school, a support meeting will be convened involving the student, parent, and Principal upon the student's return to school.
- i. The school will foster responsible digital citizenship through a User Agreement for Information and Communication Technologies, supported by the explicit teaching of respectful and responsible technology use.

Corporal Punishment is prohibited in all Victorian schools.

Corporal punishment must NOT be used at Apollo Bay P-12 College under any circumstances.

Rights and Responsibilities

Student behaviour affects the educational, social, emotional and physical development of the individual and those around them. The ways that students relate to one another and to staff significantly impacts on all areas of school life. Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other. Making these responsibilities clear helps ensure all those who work, volunteer and learn in our school understand these expectations and responsibilities.

For students:

Rights	Responsibilities
Students have a right to: <ul style="list-style-type: none">• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition.• participate fully in the school's educational program.	Students have a responsibility to: <ul style="list-style-type: none">• participate fully in the school's educational program and to attend regularly. Students should also be expected to 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, and contribute to an engaging educational.• take increasingly greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.• participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

For 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 is encouraged.	Parents/carers have a responsibility to: <ul style="list-style-type: none">• be aware of and comply with the school's Student Engagement and Inclusion policy.• 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.

For 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 cooperative 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 their students, how they learn and how to teach them effectively.• know the content they teach.• plan and assess for effective learning.• create and maintain safe, secure and challenging learning environments.• use a range of teaching strategies and resources to engage students in effective learning.

4. EVALUATION

This Policy will be reviewed as part of the College’s ANNUAL review Cycle.

DEFINITIONS: NA

REFERENCES:

DATE RATIFIED: Term 4 2016

DATE FOR REVIEW: Term 4 2017

Tiffany Holt
Principal

Andrew Gardiner
College Council President