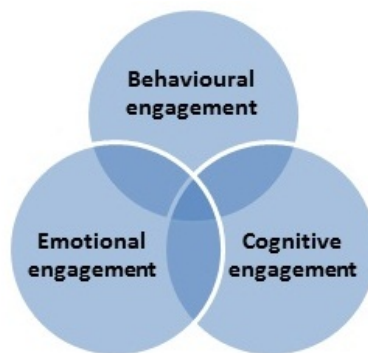


Student Engagement and Inclusion policy

2017 – 2019

Introduction:

Student Engagement consists of three components: the behavioural, emotional and cognitive. At Canadian Lead PS all three areas are regarded as having equal importance when providing the educational environment for students.



Rationale:

The Department of Education is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning.

Purpose:

At Canadian Lead we promote a positive school environment with emphasis on connectedness to school, positive regard to students, staff and families and clear communication between staff, students and community. We encourage all students to be thoughtful about their behaviour and help them to learn to make good choices through the use of our agreed Positive Learning Behaviours. We encourage educational achievement and excellence and foster individual student voice. We believe that this approach results in increased attendance and reduced inappropriate behaviour.

School Profile:

Canadian Lead strives to nurture the potential of every child, enhancing their knowledge, skills and wellbeing and promoting a positive and healthy approach to learning and life. The values of excellence, responsibility, respect and persistence underpin all activities in the school as we strive to engage the HEAD, HEART and HANDS of every student.

Significant emphasis is placed on the building of strong foundations in literacy and numeracy. Student literacy development in the junior classes is supported through our school's Mini-lit Program and the Walker developmental framework. The school is proud of its ability to show continual growth in learning for students from whatever starting point on entry to the school. Our school is also committed to embedding information and communication technologies meaningfully into teaching and learning through our Maker Space club and STEM program.

A Sporting Schools program is conducted three days a week, providing opportunities for students to participate in a range of recreational activities, complimenting the sports and physical education program.

Canadian Lead has a strong focus on the emotional wellbeing of our students, supported by the pastoral services of our school chaplain, the Resilience Project, Zones of Regulation, the Kids Hope mentoring program and our schools purpose built sensory space.

Students with additional needs are supported by our teachers and dedicated team of educational support staff. The overall socio-economic level is low based on the school's Student Family Occupation index which takes into account parents' occupations however, our school ensure opportunities for all students, regardless of backgrounds to ensure that all students reach their full potential.

Whole School Prevention:

At Canadian Lead our school culture is built on the values of RESPECT, RESPONSIBILITY, PERSISTENCE and EXCELLENCE. All classroom activities are permeated with these values and are structured to ensure all children achieve positive outcomes.

Whole School Values:

RESPECT	Accepting someone's feelings, needs, thoughts, ideas, wishes and differences.
RESPONSIBILITY	Being accountable for others, the environment and the things you say and do.
PERSISTENCE	Persevering with a goal until it is achieved – Try, try again
EXCELLENCE	Striving to always be the best that you can be.

The schools promotes the values of NED

“Never give up, encourage others and do your best”

The whole school rules ‘The Canadian Lead Express’ are displayed prominently and students in each classroom design rules that they feel empower ownership, safety and respect for all. Our school wide positive behaviour program rewards students who have displayed positive learning behaviours in the yard and classroom.

The Act of Kindness award is presented fortnightly at assemblies to celebrate positive behaviours of students.

Out Junior School Council also play an active role in identifying focus areas for behaviour rewards and acknowledging students who demonstrate positive learning behaviours.

Lunchtime clubs (Lets Dance, Maker Space, Library, Sports and Mad Acts) operate at lunchtimes to provide additional opportunities for students who might not always want to play outside and for students who find joy in a range of activities.

Additional staff are rostered on yard duty to ensure that the additional needs of our students are met to ensure that all children can be involved in successful play and regulate emotion.

Canadian Lead connects with the wider community through:

- BADAC - Aboriginal Cooperative
- York St Church of Christ - Kids HOPE mentors
- Federation University – Masters of Teaching – University Partnership
- Junior School Council – fundraising for global projects and student voice regarding school issues.
- Our Parents Association - Community movie night, family tea, concerts and other opportunities to be involved with our school community.
- The Chinese Community – Gum Loong Chinese Dragon appearances
- Affiliation with Sovereign Hill Education Centre and the Gold Museum
- ANZAC and Remembrance day participation of school student leaders
- Community Health Centre Sex Education program for grades 5/6
- Our Active School council who review all school policies
- CAFS, CAMHS, DHHS, Child First, Student Services and other referring organisations who provide support to students, families and staff.
- School nurse for our students in Foundation

Rights and Responsibilities:

Everyone has RIGHTS

A right is something that you are entitled to.

Everyone has RESPONSIBILITIES

We all have the responsibility to protect the rights of others.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision for 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 them when making decisions and delivering services.

Our aim at Canadian Lead Primary School is to provide our students with an environment where rights, feelings and property are respected. We expect high standards of behaviour from students based on co-operation, mutual responsibility and self-discipline. This is reinforced through the Canadian Lead Express. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community as per the Equal Opportunity Act 1995.

The Canadian Lead Express provides the opportunity for all students to be part of a safe, secure and caring learning environment where the emphasis is placed on students taking responsibility for their own actions. Under the Disability Discrimination Act 1992, consideration is made for those who have a disability or impairment. Students and parents are made aware of our policies regarding bullying (Our schools Respectful Relationships Policy) and cyber bullying and agreements are signed at the beginning of each year.

Whole school Rights and responsibilities:

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

Students:

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference To report bullying to an adult
To be treated fairly and courteously	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn

Staff:

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat students in a way that develops self esteem To communicate positively with parents and peers
To expect students to follow the Engagement Policy of the school	To follow the Engagement Guidelines To use logical consequences and restorative practices To provide a duty of care to students To keep records of each student.
To expect students to learn	To assist students to learn To provide an inclusive and differentiated quality curriculum To communicate student progress to parents

Parents:

Rights	Responsibilities
To participate in a happy, safe, secure and satisfying environment.	Support and respect the school rules Support the educational needs of students.
To be informed about their child's progress.	Promote respectful relationships Value and respect the staff of the school and other members of the school community.

Shared Expectations:

Canadian Lead PS has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations set out what is accepted and appropriate behaviour for our school community. Our shared experiences are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Staff

The school leadership team will:

- Provide leadership to the staff, students and school community
- Uphold the right of every child to receive a quality education
- Ensure the school complies with its duty of care obligations to each student as

Students

- Support each other's learning by treating classmates and teachers with respect and dignity.
- Have high expectations that they can

Parents/Carers

- Support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Actively participate in supporting their

School actions and Consequences:

Behaviour

Canadian Lead will **support and promote positive learning behaviours** by developing and implementing shared behavioural

Attendance

Attendance will be promoted with practices reflecting the DET philosophy of **'Every Day Counts'**

Reflection and Suspension

Teachers may require a student to finish work which has not been in completed in the regular classroom and no more than half the time