



Pascoe Vale Primary School

Student Engagement, Wellbeing & Inclusion Policy

Includes:

1. School profile
2. Whole school prevention statement
3. Rights and responsibilities
4. Shared expectations
5. School actions and consequences

References:

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability And Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningssupportservices/www/default.htm
Charter of Human Rights 2006	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act 2010	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Appendix

1. PVPS Student Support Services Policy
2. PVPS Student Wellbeing Policy
3. PVPS Inclusion Policy
4. PVPS Student Code of Conduct Policy Booklet

STUDENT ENGAGEMENT, WELLBEING & INCLUSION POLICY

Pascoe Vale Primary School

Rationale:

To ensure a safe and inclusive school environment for everyone. The policy will outline our school community's expectations for student engagement, attendance and behaviour. This policy is intended to empower children who are vital and active participants in our inclusive school.

We involve children when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Indigenous children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

Goals:

- To create a positive, fair and respectful culture
- To build a safe and supportive environment
- To encourage positive and respectful relationships that value diversity
- To encourage student participation and student voice
- To proactively engage parents/carers.

School Profile:

Pascoe Vale Primary School (PVPS), established in 1891, has a proud tradition of education in the City of Moreland. The school is located in an established residential area, eight kilometres north of Melbourne servicing a community, which somewhat reflects the diversity of Australian society. The student enrolment in 2018 is currently 555.

The school is located in a mixed social demographic with an increasing number of families coming from rental properties. The school has a strong community spirit; parents and carers are encouraged to become involved in the school community.

Environment:

- All spaces are heated and air-conditioned, including the addition of air quality and temperature control in our newest building.
- The outdoor area has a well-balanced blend of active and passive recreation areas enhanced by shaded areas and landscaping.
- An artificial turf area provides a large soccer field.
- A sandpit for students in the playground
- The school comprises four separate buildings with specialist areas for Visual & Performing Arts, LOTE and Library.
- The school has a designated building for 'Outside School Hours Care (OSHC).'
- A high security fence surrounds the school.
- The school has embarked on landscaping the grounds, encouraging birds and wildlife to frequent the school.
- The 21st learning building promotes a shared teaching and learning approach in flexible, open learning spaces.

Education:

- Teachers plan in area teams and the whole team has a joint responsibility for the learning of all students in the area.
- Teachers are very focussed on evidence and data when constructing learning intentions for groups of students.
- The staff is actively involved in continued curriculum development of the Victorian Curriculum both as a group and individually in a broad range of areas, with a continued emphasis in ICT and 21st Century Learning.
- Our focus is to involve ICT across all Domains. The senior area has 1:1 netbooks, the middle area have laptops and the junior area have iPads. Interactive whiteboards and SMART TV's in all rooms.

Whole School Prevention Statement:

As a community comprising of families, staff and students, we believe in our shared values of Inclusion, Resilience, and Respect & Responsibility to ensure that students have the opportunity to achieve their personal best. In addition, we believe that these shared values help students to engage with learning and to live and work in harmonious ways. Team building is strengthened by way of creating student groups for literacy and numeracy across like grade levels. Appropriate behaviours promote feelings of wellbeing and have a positive effect on the working environment of the school. Inappropriate behaviour that disturbs learning and puts students and staff members' health at risk is unacceptable.

We acknowledge and value our community's diversity. The richness of many cultures and differing socioeconomic circumstances are embraced and supported through the curriculum. In recognizing economic and social family backgrounds, we encourage community participation in a range of ways and ensure educational experiences are accessible for all students. The school endeavours to support both families and individuals in recognition of their life experiences.

All students at PVPS participate in a weekly session promoting aspects of social, emotional and educational health (SEEL). Students look closely at the school values in depth and complete activities related to each of them. Classroom SEEL sessions closely follow the CASEA program, which is focused on students building healthy relationships and effective methods of communication as well as the Resilience, Rights and Respectful Relationships (RRRR) learning materials that focus on Social and Emotional Learning across all levels of primary education.

We aim to respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and we regularly evaluate the pedagogy and school programs through various evaluation methods. Teachers attend Professional Development and pedagogies are developed through collegiate visits to provide the best possible practices to address the diverse needs of each student in the school. Opportunities for students to take on meaningful responsibilities arise throughout the course of their year and more formally through Junior School Council and being buddies for our new foundation students. We value community involvement in our students' education and the high level of community interest and involvement in school programs is the essence and foundation of learning and engagement within our community. Community volunteers play an important and highly valued role in our school initiatives and provide important support in the classroom. This also includes volunteers working on fundraising committees and working bees.

PVPS believes that student wellbeing requires a 'whole-school' child-centred approach and therefore teachers, parents and children are provided with opportunities to discuss and develop

action plans to respond to each student’s social, emotional, cultural, cognitive, learning, health and welfare needs. This group may include DET Psychological, Social and Language Services where necessary and/or requested. Students are also referred to other agencies where necessary, e.g. Royal Children’s Hospital. Our ***Student Wellbeing Policy*** is our point of reference on dealing with the individual needs of students in our care.

We believe full attendance maximises every student’s ability to learn and teachers’ ability to teach each student effectively. Student attendance is monitored on a daily basis (refer to school’s ***Student Attendance Policy***). To support student attendance, learning and general wellbeing, a range of programs may be offered both within and outside school hours:

- Literacy support programs for identified students
- Curriculum Support provided by Educational Services Officers for students with additional needs
- An ‘Outside School Hours Care Program’
- Celebration of learning where parents are invited to the school and children showcase their learning
- Individual Learning Plans (ILP)
- 3 Way Conferences where parents, students and teachers discuss achievable student goals
- Italian Language Program
- Classroom music
- Instrumental Music Program
- Athletics and Interschool Sport
- Swimming
- Camps
- Health Promotion Initiatives such as: Environmental Awareness, Healthy Eating and Ride to School Days
- Lunchtime programs/activities (extra curricula)
- Confident Kid’s Program

Rights & Responsibilities:

The *Charter of Human Rights and Responsibilities Act* (2006) (ACT) outlines a vision of 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. The Act prohibits the use of corporal punishment in any Victorian school. We do not permit corporal punishment at PVPS.

Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Equal Opportunity

The *Equal Opportunity Act* (2010) sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

age	breastfeeding	gender identity
impairment	industrial activity	race
marital status	parental status or status as carer	physical features

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect others human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, &
- Respect and promote human rights

Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. (DDA) The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people. An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider (PVPS) should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider (PVPS) may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers
- any financial incentives, such as subsidies or grants, available to the provider if the student participates

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures), which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber-bullying is a form of bullying, which is carried out through an Internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber-bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation
- posting photos of individuals without consent

Cyber-bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for our school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* (1984) and the *Victorian Equal Opportunity Act* (2010).

The students of PVPS have the right to experience educational success in an environment that is meaningful, safe, happy and productive. The school also acknowledges its students’ rights to education and understands a student can only be excluded from school as a last response to inappropriate behaviours.

Everyone deserves to be treated with respect and dignity so all community members have a right to fully participate in an educational environment free from violence, bullying, harassment, intimidation and discriminatory behaviour. Such negative behaviour undermines the capacity of the school community to work together and is unacceptable (for specific policies please refer to the *Student Wellbeing Policy*).

PVPS acknowledges its obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and accepts its responsibility to communicate these obligations to all members of the school community.

Shared Expectations:

	Principals, teachers and staff	Students	Parents/Carers
Engagement	Principal, teachers and staff will be encouraged	Students will be encouraged and	Support the community by:

	<p>and supported to:</p> <ul style="list-style-type: none"> • Comply with their duty of care obligations to each student including the prevention of bullying behaviour through a supportive school environment • Respect themselves and others, as well their own personal belongings and those of the community • Responding to issues by following agreed protocols (refer to Staff Grievance Policy) • Deliver teaching and learning drawing on flexible teaching styles to respond to individual student needs • Endeavour to teach in ways that engage student's different learning styles • Work as part of a team • Provide an educational environment that ensures all students are valued & cared for • Provide an environment where all students feel part of a team • Develop curriculum that engages students and supports on-going regular attendance • Support the on-going learning of students by encouraging them and valuing their home and cultural contexts • Communicate school events clearly and promptly to all within the community • Plan school and community events with accessibility for families in mind • Build an inclusive educational and workplace environment that supports all students and caters to cultural diversity • Modelling and 	<p>supported to:</p> <ul style="list-style-type: none"> • Take incremental and appropriate responsibility for their own learning over time including developing and managing their own learning through goal setting • Fully engage in the school's curriculum • Respect themselves and others, as well their own personal belongings and those of the community • Respect the rights of all students to a safe learning environment and acknowledge their responsibilities in contributing to this environment • Give their best efforts • Engage in team activities • Learn ways to elicit and further develop their own self-discipline through modelling school values and positive behaviours. 	<ul style="list-style-type: none"> • Respecting themselves and others, as well as their own personal belongings and those of the community • Responding to issues by following agreed protocols (refer to Community Grievance Policy) • Support their child/ren in the following way: <ul style="list-style-type: none"> ○ Preparedness for school, e.g. Maintaining appropriate bedtimes, clothing, personal hygiene, healthy diet and exercise along with providing a safe and secure home environment ○ Remain informed about school events and are supportive of them, e.g. by reading newsletters and other notices, attending information forums and parent teacher interview ○ Offer their services and skills where possible, e.g. Membership on the school council, assisting in classrooms, supporting children with their homework ○ Modelling and supporting positive behaviours
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	supporting positive behaviours <ul style="list-style-type: none"> • Prevent bullying by taking whole-school approach that focuses on safety and wellbeing throughout all school practice 		
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	Principals, teachers and staff	Students	Parents/Carers
Attendance	In accordance with DET procedures the school is expected to: <ul style="list-style-type: none"> • Promote a culture of attendance and punctuality through the establishment of high and clear shared community expectations • Accurately mark rolls twice daily • Maximise the accuracy and effectiveness of student absence data to support strategic approaches and the early identification of at risk students • Report the attendance data in the Annual Report to the school Community • Report regular non-attendance to Assistant Principal • Maintain records of late arrivals and non-attendance • Adopt a strategic approach to improving student attendance. • Develop a professional learning program for all staff • Prevent student absence through the development of engaging, purposeful and safe learning environments • Provide effective support for students at risk of non attendance 	All students are expected to: <ul style="list-style-type: none"> • Come to school every day that the school is opened to students • Arrive at school on time and be ready to learn • Bring a note from their parents/carers to provide an explanation for any absences • Present to the office when arriving after 9.00 a.m. 	Parents/carers are expected to: <ul style="list-style-type: none"> • Ensure that enrolment details for their children are kept up-to-date. • Ensure their children attend school regularly • Advise the school as soon as possible when a child is absent • Account for all student absences. • Limit student absences due to extended holidays during school time

	<p>and their parents</p> <ul style="list-style-type: none"> • Maximise student attendance through the development of links and partnerships with key stakeholders and community groups 		
	Principals, teachers and staff	Students	Parents/Carers
Behaviour	<p>Principal, staff and teachers are expected to:</p> <ul style="list-style-type: none"> • Commit to providing a safe, caring and supportive learning environment with a vision to cultivating a love of lifelong learning in a collaborative, diverse community through provision of a safe, stable and stimulating learning environment where everyone feels they belong • Actively support and promote the Values, Policies and Practice Cycle outlined in our <i>Student Wellbeing Policy</i> • Follow the required staged processes when dealing with student behaviour. PVPS's comprehensive <i>Student Wellbeing Policy</i> includes roles and responsibilities; a behaviour management model; yard wellbeing and monitoring and support networks • Follow the required process for the implementation of the <i>Student Wellbeing Policy</i> through employing practices of shared collegiate understanding • Day-to-Day modelling and dialogue • Specific Curriculum Content 	<p>Students are expected to demonstrate:</p> <ul style="list-style-type: none"> • The school's values in their learning and behaviours • Kindness, tolerance, respect and safety in their social interactions with teachers, fellow students, family members and other members of the community and when working towards their personal best • Develop and/or maintain high expectations of themselves • Support and encouragement of fellow students and the diverse range of learning styles • Responsibility for the impact of their behaviour on other people and the environment • Support may be provided by Allied staff and support services when and if required. See Student Support Services policy attached 	<p>Parent/s carers are expected to:</p> <ul style="list-style-type: none"> • Support the school's values • Understand the school's behavioural expectations. • Encourage their child/ren to exhibit these values • Model appropriate behaviours (refer to Community Code of Conduct) • Support may be provided by Allied staff and support services when and if required. See Student Support Services policy attached

	<ul style="list-style-type: none"> • Ensure behaviour management will consistently reflect the Values and Behaviours outlined in the Policy • Commit to maximizing student engagement and exclude students if behaviours are extreme, as a last resort • Support community members in their growing understandings of the school's expectations regarding student behaviour • Model appropriate behaviours (refer to Staff/Principal Code of Conduct) • Support and implement anti-bullying strategies (including cyber bullying) that aim to promote positive student behaviour, prevent anti-social behaviour, and encourage respect, compassion and cooperation • Support may be provided by Allied staff and support services when and if required. See <i>Student Support Services Policy</i> attached. 		
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Evaluation:

This policy will be reviewed as part of the school's three-year review cycle, next review 2021. This policy was last ratified by School Council on the 15/08/2018.

STUDENT SUPPORT SERVICES POLICY

Pascoe Vale Primary School

Aims:

- To implement the Department of Education and Training's Framework for Student Support.
- To provide a strategic approach for the identification of and response to individual student needs. Please also refer to our *Student Wellbeing Policy*.
- To coordinate the support services available in the school, DET and its community.
- To effectively build working relationships with outside agencies.
- To empower families by assisting them to arrive at appropriate decisions and facilitating their contact with appropriate support services.

Membership of the Group:

The Support Services Group has a core membership of people from the Student Wellbeing Committee: -

- Principal
- Assistant Principal
- Classroom teacher

The following people also play an important role in the Support Services Group:

- The DET Speech Pathologist
- The DET Social Worker
- The DET Psychologist

Organisation of the Support Services Group Meetings: -

- Meetings of the Support Services Group will be held on a regular basis.
- Student Support Group (SSG) meetings will be held at a minimum, four times a year.
- Students will usually be referred by classroom teachers to Assistant Principal who will address the needs of the student deemed "at risk".
- Classroom teachers will provide information outlining the special needs of their children using Individual Learning Improvement Plan Proforma provided by the school.
- Classroom teacher will attend meetings when the special needs of the student from their class are being addressed. Alternatively, area representatives may meet with classroom teachers to discuss "at risk" students who will then present information about the student to the Committee, outlining information from the ILP and other relevant information and circumstances.
- Minutes of meetings will be recorded and distributed to members of the Support Services Group and teachers at the school by the Assistant Principal. Classroom teachers will be provided with strategies for addressing the needs of these Students.
- Student Support Group Meetings will take place once per term where the Principal, Assistant Principal, Classroom Teacher and Educational Support Officers (where applicable) will discuss the needs of the student and plan strategies to support the child with special needs.
- Records for individual Students will be kept on file in Teacher's room.
- Where necessary, the Principal/Assistance Principal will coordinate the referral processes for diagnostic assessments to be held in outside agencies according to the DET Privacy Policy.

Outcomes from the Support Service Group Meetings: -

- The identification of students with specific needs using a whole-child focus.
- Planning of systematic strategies to address needs and improve student wellbeing and learning.
- Where possible to provide intervention and support where deemed necessary and to address wellbeing needs.
- To allocate personnel and material resources where necessary.
- To provide support to parents and families in understanding the needs of their child.
- To provide support to teachers and to assist them in the planning and implementation of programs that meets the student's needs.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle, next review 2021. This policy was last ratified by School Council on the 15/08/2018.

Contacts for information and support

Department of Education and Training Regional Offices. A full list of regional office phone numbers can be found at www.education.vic.gov.au/schoolsonline/Regions.asp	
Parents Victoria Phone: 9380 2158 or 1800 032 023 (rural callers only) Website: www.parentsvictoria.asn.au	Child and Adolescent Mental Health Services Phone: 1300 767 299 Website: www.health.vic.gov.au/mentalhealth/services/child
Children's Protection Society Phone: 9450 0900 Website: www.cps.org.au/	Australian Childhood Foundation Phone: 9874 3922 Website: www.childhood.org.au/website/default.asp
Association of School Councils in Victoria Phone: 9808 2499 Website: www.asciv.org.au/ASCIV/Welcome.html	Victorian Council of School Organisations Phone: 9429 5900 Website: www.viccso.org.au/
Victorian Multicultural Commission Phone: 9208 3184 Website: www.multicultural.vic.gov.au/	Victorian Aboriginal Education Association Inc. Phone: 9416 3833 Website: www.vaeai.org.au/news/newsletter/2001dec/index.htm

STUDENT WELLBEING POLICY

Pascoe Vale Primary School

Rationale:

This policy is based on a belief that all members of our school community are better prepared for learning and teaching when they are healthy, safe and happy. Student wellbeing encompasses everything the school does to help students develop to their full potential.

Aims:

- To provide an environment for teaching and learning that is safe and secure.
- To encourage all community members to accept responsibility for their behaviours.
- Development of awareness that there are consequences for acceptable and unacceptable behaviour.
- To develop the ability to live and work cooperatively, through understanding, listening and valuing individual differences and becoming more tolerant of others.
- To discover and develop individual potential in academic, creative, recreational and personal activities.
- To cultivate a climate in which students feel good about themselves, are acknowledged for their achievements and experience success.

Implementation:

Physical Wellbeing

- Vigilance by all teachers and application of common sense measures
- Curriculum programs which foster the development of social/life skills (SEEL)
- Provision of adequate areas for play and shelter
- First Aid procedures and protocols
- Referrals to professionals for medical/emotional support and advice
- Prudent implementation of Mandatory Reporting Protocol when appropriate

Safe and Secure Physical Environment

- Discipline, Bullying, First Aid Policies and Student Code of Conduct
- Effective Classroom Management programs
- Counselling – student and/or parents (both internal and external)
- Yard duty, school crossing supervision, Emergency Management Plan and fire drills
- Excursions, camping programs
- Junior School Council
- Sporting programs
- Social skills programs such as ‘Social & Emotional Educational Learning (SEEL)
- Better Buddies program
- Lunchtime activities
- Cultivating a Climate of Community
- Whole school assemblies
- Student work will be showcased and publicly recognised
- Presentation at assemblies of Achievement awards, Principal Awards etc.
- Acknowledgement in newsletters
- Cooperative learning strategies

Evaluation:

This policy will be reviewed as part of the school’s three-year review cycle. Next review 2021. This policy was last ratified by School Council on the 15/08/2018.

INCLUSION POLICY

Pascoe Vale Primary School

Rationale

Pascoe Vale Primary School recognises that multicultural education is relevant to all learners and we celebrate our multicultural society. Through civics and citizenship and multicultural education we aim to provide opportunities for all students to feel included while they develop knowledge and skills to contribute to society as active and informed citizens locally, nationally and internationally.

Goals

- To provide opportunities for all students' views to be listened to, respected and valued in an inclusive learning environment.
- To promote respect and understanding for all cultures, religions and beliefs.
- To recognise and value the backgrounds of all students and their families.
- To actively promote diversity as an asset and aim to eliminate discriminatory behaviour.
- To engage with families and the wider community to provide authentic opportunities for students to participate in civic and citizenship activities.

Guidelines

- Classroom programs will integrate multicultural perspectives within Victorian Curriculum when relevant.
- Where possible students will participate in celebrations of diversity.
- Teachers will model democratic and inclusive principles, which will support identifying and addressing racism, stereotyping and other forms of discrimination or prejudice.
- Students will be provided authentic opportunities to be involved in decision-making processes across the school.
- Student Voice is valued and will continue to be promoted.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle, next review 2021. This policy was last ratified by School Council on the 15/08/2018.