



2. Student Engagement, Inclusion and Wellbeing Policy

Ratified by School Council: May 2019

Review date: May 2020

PURPOSE

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.

Highvale Primary School 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

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

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POLICY

1. School profile

Highvale Primary School was established in 1969 and is located within the City of Monash in Glen Waverley. The school has a current enrolment of 315 students, many of whom come from families who speak a language other than English, enriching the cultural diversity of the school. The convenience of adjoining Highvale Secondary College allows for the sharing of resources and facilities, and also assists the considerable number of Year Six students from Highvale Primary School that transition to Highvale Secondary.

Highvale Primary School is located in a south eastern suburb of Melbourne, Glen Waverley, in the City of Monash. The school enjoys large, spacious and well-maintained grounds, away from main roads, tucked in a cul-de-sac between High St Rd and Highbury Rd. Students enjoy using the Highvale Sanctuary to interact with the animals and tend to the plants/vegetables growing in the garden beds utilising our sports precincts, outdoor amphitheatre, playing chess on the outdoor chessboard or spending time in the sandpits or adventure playgrounds are favourites for Highvale students. As a SunSmart school we have many shaded and covered areas including covered walkways between buildings. The two lane running track around the oval and the fitness stations promote a healthy active environment.

The Student Family Occupation (SFO) density is 0.2256 and our Student Family Occupation and Education (SFOE) is 0.1595. Students who speak English as an Additional Language (EAL) comprised 60% . The school is central to the local pre-schools including; Highvale, Tally Ho and Legend Park. The school is a member of the Monash/ Waverley network of schools in the North-Eastern Victoria Region.

There are currently 10 students enrolled under the Program for Students with Disabilities (PSD). There are currently 14 classes. (Information current as of May 2019)

2. School values, philosophy and vision

Our school 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. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

School Purpose:

Together with our school community we aspire to develop confident, socially responsible, happy students who are connected to each other and their school. Through explicit and personalised teaching a comprehensive learning foundation is developed and built upon to promote passionate, curious learners who can apply their learning in creative and innovate ways within a safe environment.

School Values:

Respect - Considering others, their property and the environment

Responsibility - Being reliable, resourceful and owning your actions

Honesty and Integrity - Being fair and trustworthy

Commitment - Persisting, giving your best and bouncing back

Our Statement of Values is available online at: <https://highvaleps.vic.edu.au/parent-information/#news>

Educational Philosophy

Many of our students come from families with high educational aspirations. We aim to ensure learning programs are engaging, purposeful and challenging. We are committed to building the core foundations of literacy and numeracy and encourage every child to achieve appropriate mastery of literacy and numeracy across all learning domains. We acknowledge that each child possesses unique characteristics and we encourage each one to aspire to excellence by using appropriate stimuli to meet their wide diversity of needs. Students are challenged with explicit teaching to ensure they become confident, independent and self-motivated life-long learners with high self-esteem and resilience. All students benefit from enrichment in the school environment in cognitive, social, emotional and physical domains. It is the school's responsibility to initiate the appropriate level of education for each child. A diverse range of flexible learning and teaching programs support students to develop a range of skills and strategies that enable them to be critical, creative and caring thinkers. We are a leading school in sustainability and hands-on learning about the environment. Students with disabilities are provided with appropriate support and specialised learning programs. Managed individual learning plans are developed for students throughout the school as deemed necessary.

Everyone is encouraged to achieve their personal best and show a commitment to improvement in skills and knowledge. Students are encouraged to feel secure in accepting challenges. Achievement, success and efforts across all areas are acknowledged and celebrated. Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community and to be active and responsible citizens. We challenge all students with programs which meet their individual needs both inside and outside the classroom. Each student is supported to act and make decisions based upon the school values and be active participants in their own learning. All students are helped and supported to maximise their potential.

Beliefs about Student Learning:

- Every student can learn.
- Students learn best when there is quality teaching - "Expert teachers make the difference".
- Students must know the context, focus and purpose for learning. The learning intentions must be clear and understood.
- Students learn best when there is explicit, purposeful teaching connected to the world around them.
- Students require high and achievable expectations for learning.
- Students learn best when they have a safe, happy, supportive classroom, teacher and environment.
- Students learn best when they have effective / positive relationships with their peers, teachers and parents.

- Students must attend school regularly and be punctual.
- Students learn best when learning is personalised:
 - So that we teach in a way that makes use of proven, research based teaching practices to maximise learning for all students.
 - So students move from the known to unknown.
 - So students have choice and input.
- Students learn best when they have voice and their opinions are valued.
- Students are all different and relate / respond differently to all events.
- Student understanding is maximised when the skills and processes of thinking are explicitly taught.
- Students must be supported to think for themselves through effective questioning.
- Students require effective questioning to promote deeper thinking and divergent thinking.
- Students learn best through collaboration.
- Students require regular quality, timely feedback and opportunities to practise and use their new understanding.
- Students require quality assessment which informs feedback for further learning.
- Students must know and understand assessment criteria.
- Students learn best when teachers spark curiosity and excitement.
- Students must be engaged and use 2nd paradigm tools (technologies) to enhance engagement.
- Students require scaffolding, sharing of strategies and opportunities for reflection.
- Student learning should develop the whole child as society needs a diversity of talents.

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 voice 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 voice' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for students 'at risk' 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.

3. Engagement strategies

To realise our purpose, 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 the school wide positive behaviour framework. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment for themselves and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are summarised in the table below.

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> - Our school will deliver a broad curriculum including opportunities for students to engage in learning at all ability levels. - 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 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 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. This will include PBL acknowledgement cards, PBL Stars awards and others including House term rewards. - All students will have the opportunity to participate in a social and emotional learning curriculum program through SWPBS, Restorative Practices, Concept Curriculum. - Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council(SRC) and other more informal mechanisms. 	<ul style="list-style-type: none"> - All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment - School welfare 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 (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care. - Students in year 5 will engage in social skills programs including <i>Better Buddies</i>, <i>Student Leadership program</i>, <i>Fivesies</i>. - Response to Individual Needs: students with additional learning needs are provided additional academic and social and emotional support as required. - Individual Education Plans are provided for students who have identified academic and wellbeing requirements. 	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> - Meet with student and their parent/carer to talk about how best to help the student engage with school - Establish a Student Support Group. - Seek extra resources under the Program for Students with Disabilities for eligible students -Develop a Behaviour Support Plan and/or Individual Learning Plan. - Consider if any environmental changes need to be made, for example changing the classroom set up. - Refer to internal support services eg Leadership Team or Student Support Services - Refer to external support services including Child First, Local Government Youth Services, Community Agencies, KKPP, CYMHS, Kids Hope, etc.

Positive behaviours are encouraged through:

- ✓ Support Staff - as part of the Department of Education and Training (DET) Program for Students with Disabilities (PSD) support staff are employed to assist in meeting the specialised learning needs of particular students. These students are also supported by an ILP and regular Student Support Group (SSG) meeting involving parents, classroom teacher, integration aide and senior school personnel.

- ✓ Restorative Practice – conferences, circle time
- ✓ Foundation-Year 6 Buddies
- ✓ Transition Programs
- ✓ Individual Education Plans
- ✓ Year 5&6 Student Leadership Program
- ✓ Student Awards
- ✓ House System

- ✓ Instrumental Music Program / Choir
- ✓ Differentiated Curriculum & CBL Learning Approach
- ✓ Kids Hope Mentor program
- ✓ Better Buddies program
- ✓ LAMP
- ✓ After Hours School Care
- ✓ Camps/Incursions/Excursions/Swimming program
- ✓ Intra & inter school sport
- ✓ Student Representative Council

Comprehensive details of programs and activities are provided further below.

The Highvale Primary School 2016-2019 School Strategic Plan identifies goals and key improvement strategies for enhancing student engagement and wellbeing.

Student Engagement and Wellbeing Goal: (Strategic Plan 2016-2019)

To strengthen student engagement in their learning and develop creative, curious and motivated learners.

Key Improvement Strategies: (Strategic Plan 2016-2019)

Facilitate a whole school approach that integrates the learning of science, technology, engineering and mathematics (STEM).

Ongoing integration of eLearning for relevant, authentic and collaborative learning experiences using current and new technologies.

Strengthen the communication and partnership with parents to enhance parent engagement with their child's education.

Highvale Primary School considers student engagement and the creation of a positive culture to be essential. It is crucial that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Our curriculum design enhances stimulating student-centred learning with an emphasis on differentiated instruction in order to cater for the individual needs of all students. The learning environment is optimised through quality teaching practices which recognise the importance of the student-teacher relationship in maintaining a positive school culture.

Our approach to teaching and learning is informed by philosophies, strategies and programs proven to have positive outcomes on overall student engagement. **They include:**

Concept Curriculum

The Highvale PS Concept Curriculum is an essential component of our School teaching and learning program. It utilises 'Concepts', big transferable ideas that transcend time, place and situation. Conceptual learning is designed to go beyond learning facts. It is designed to stimulate the development of individual abstract ideas and higher level thinking to make sense of what is learnt so that learning is engaging and can be applied meaningfully.

Explicit Teaching

The structure of all lessons throughout the school in each curriculum area are delivered the same. Every lesson begins with a 'tuning in' activity where the teacher explicitly models the concept being taught. This is supported with a specific 'Learning Intention' and the 'Success Criteria'. Therefore students are clear as to what the teacher wants each of them to:

- Know
- Understand: and
- Be able to do

as a result of the lesson and learning activities.

Guided Inquiry Learning

The Guided Inquiry perspective is reflected in all aspects of our teaching. Guided Inquiry is a perspective on learning rather than a formula for teaching. This approach informs and clarifies all of our teaching and reflects our beliefs about student learning. It is not prescriptive, however it acknowledges the significance of the fundamentals of high quality teaching such as explicit teaching, student voice, provision of choice, inquiry, and personalised learning.

To do this we use a guided inquiry framework known as Challenge Based Learning (CBL). Students are effectively guided through an inquiry learning process which culminates in their investigation into a related problem or issue known as the 'challenge'. Generally the challenge involves an action at the class, school or community level but can go further, even nationally or global. Challenge Based Learning includes explicit teaching of the Key Understandings and the opportunity for students to inquire and investigate their questions further to resolve their challenge and make a positive difference in their school, family or community.

Values Education

School Council, the principal, teachers, parents and students have all been involved in creating an agreed set of values which underpin our decision making and behaviours at every level. Every effort is made to embed these values into the culture of our school. Periodically there is a whole school focus on each of the values. The values are promoted through the newsletter, at assembly, through our curriculum and most importantly through our actions and behaviours every day.

Restorative Practices

'Restorative Practices' shifts from the traditional punitive approach to behaviour management to a positive pro-active approach which focuses on building relationships and repairing harm when something goes wrong. This involves understanding what happened, who has been hurt and what needs to happen to repair the harm. Restorative Practices are underpinned by the following concepts:

- Misbehaviour is viewed as harming the relationship between people.
- Where harm has occurred there is a responsibility for the person or persons who caused the harm to 'fix it'.
- Problem-solving focuses on healing and making things right.

Restorative Practices such as circle time, restorative chats and conferences help to teach students conflict resolution and other problem-solving skills. They are also used to support participatory and democratic classrooms where students have a voice.

As well as holding wrong doers accountable for their behaviour Restorative Practices provide support for the individuals or community affected by the wrong doing.

Restorative Practices:

- enhance social skills
- build effective relationships
- develop interpersonal and problem solving skills
- Build empathy and understanding of others
- Reward positive behaviours.

School Wide Positive Behaviour Framework (Positive Behaviours for Learning – PBL)

SWPBS is a framework that helps schools to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students. The SWPBS framework is founded on a positive approach to whole school wellbeing with targeted approaches for students with higher levels of need.

Aims and objectives

The primary aim of SWPBS is to improve educational outcomes for students. It achieves this through:

- prevention of behaviour problems and management of existing issues positively and consistently
- developing skills and knowledge in schools for better teaching and learning
- creating and maintaining a better school environment for students, teachers and the whole school community.

Cooperative Learning

Cooperative learning is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

Individual Education Plans (IEPs)

Whilst most students are achieving at the expected level there are instances when an individual plan is developed with specific goals and strategies developed as focus areas to ensure that each child experiences success. Classroom teachers play a crucial role in identifying students experiencing difficulties and developing an IEP in consultation with parents and support staff where appropriate. Individual Learning Plans are designed for:

- All students funded through the Program for Students with Disabilities.
- A child who requires specific support to reach a developmentally appropriate academic or social emotional standard as described in the Victorian Curriculum.
- A child who is working well beyond the expected standard.
- If a child consistently exhibits inappropriate behaviour a classroom based IEP or Whole School Behaviour Management Plan may be devised.

Year 5 and 6 ‘Young Leaders’ Program

Year 5 and 6 students participate in the developmental Young Leaders program. Through Young Leaders, we aim to enhance our current program where leadership skills are currently taught and applied through opportunities including the Student Representative Council (SRC), Leadership and Multicultural Program (LAMP), Green Team and Year 6 Leadership elected leaders program. Our Concept Curriculum is also designed to support all students to think independently, work cooperatively and act upon challenges.

The Young Leaders program has a specific focus on supporting Year 6 to 7 transition, personal, interpersonal and social skills. Through it, we aim to promote confidence, personal and social capability and citizenship in young people. Over the two year period all students will learn about personal leadership (Year 5) and public leadership (Year 6). Students will investigate the four building blocks of leadership known as Responsibility, Organisation, Team work and Presentation Skills.

Year 6 Elected Student Leadership Program

Senior school students have the opportunity to take on roles as Environment, Performing Arts, Visual Arts, Languages, eLearning, STEM, House, Sport and School Captains. These formal leadership positions give the elected students the opportunity to take on a range of other responsibilities at school.

Student Representative Council (SRC)

Students from Prep to Year Six are selected to participate in the SRC. This program provides a voice for students in the way the school operates and also promotes positive behaviours and attitudes. It also provides these students with the opportunity to develop their leadership skills. A new SRC is chosen each semester.

GREEN Team

Students from Year One – Six enjoy representing their level in the GREEN Team. The purpose of this team is to provide students with a voice in regards to issues with an environmental focus, especially at school. A new team is chosen each semester to participate in projects as a team. Students from Highvale secondary College often lead major projects and work collaboratively with our students.

Student Recognition and Encouragement Awards

The school's weekly 'PBL Stars of the Week' certificates are based on personal, interpersonal, academic, creative or sporting prowess. These are awarded by teachers and distributed at the whole school assembly which is held each Monday afternoon.

Aussie of the Month

This award acknowledges one or two students each month who exemplifies the school values through their work, behaviour and effort.

Education Support Staff (Including MEAs)

As part of the Department of Education Training (DET) Program for Students with Disabilities (PSD) support staff are employed to assist in meeting the specialised learning needs of particular students. These students are also supported by an IEP and regular Student Support Group (SSG) meetings involving parents, the classroom teacher, integration aide and senior school personnel. Multicultural Educational Aides (MEA) are also utilised to support the learning of students who are learning English and are at the very early stages on the EAL continuum.

Sporting Schools

The Sporting Schools program is a national initiative that provides primary school children with access to free, sport and other structured physical activity programs. The activities are facilitated on behalf of trained coaches from 32 national sporting organisations. The program aims to engage traditionally inactive children in sport and other structured physical activities and through a positive and fun experience, develop a love of sport that inspires them to join a local sporting club.

Better Buddies

Better Buddies, an initiative of The Alannah and Madeline Foundation, helps students entering their first year of primary school to feel safe, valued and connected to the school community. We utilise the Better Buddies Framework as a curriculum resource to enhance our buddy systems in the school. Better Buddies is designed to help reduce bullying and create friendly and caring school environments. The Framework builds strong relationships and research shows children benefit immensely - with younger students feeling safe and cared for, and older students feeling valued and respected. At the end of each term we have a 'Buddies Day'. This involves students participating in a range of activities in multi-age groups with students from Foundation to Year Six.

Foundation-Year 6 Buddy Program

The key characteristic of our Buddy Program is the participation of older students in positive, supportive, structured and facilitated one-on-one relationships with younger students. This program creates feelings of connectedness that enable both the older and younger 'buddies' to bond more closely with the school in a psychologically safe environment, thereby increasing the likelihood of more positive school behaviour and less bullying. Our Foundation-Year 6 Student Buddy Program commences before the Foundation children begin school, when they are pre-schoolers.

Health knowledge and promotion

Through the Victorian Curriculum, students examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours.

Human Relationships Program

Highvale's program utilises expert resources such as 'Family Life' and the school nurse to provide age appropriate education to all students from Foundation – Year 6.

LAMP

The *Leadership and Multicultural Program (LAMP)* is a program utilised at Highvale P.S to celebrate cultural diversity within our school. LAMP leaders meet weekly to plan and facilitate activities to promote diversity and harmony and assist students from culturally and linguistically diverse backgrounds to settle successfully into our school.

Grade 5 students are targeted for the leadership component of the program so that they can develop leadership skills before entering their final year of primary school.

LAMP has three aims:

- To increase the students' knowledge and understanding of new and emerging cultural communities at their school and in their local community
- To assist CALD students to successfully settle in their primary school
- To teach leadership skills to a select group of grade five students

Intervention and Enrichment

Specialist intervention is provided through research based programs including Reading Recovery, English as Additional Needs (EAL) and Response to Individual Needs (RTI) including support through Letters and Sounds program, Reading Recovery and Maths extension programs. Students with disabilities are supported through the classroom program in combination with the Program for Student with Disabilities (PSD).

Specialists Programs

Specialist classes in Languages (Mandarin or German), Physical Education, Visual Art and Performing Art are provided for each student.

Specific Languages, Physical Education, Visual Art and Performing Art units are planned by specialist teachers to include the specific content, knowledge, understandings and skills to cater for student needs based upon effective assessment and content guided by the Victorian Curriculum F-10.

Attendance

Regular attendance is crucial for success at school enabling students to maximise their full educational potential and actively participate and engage in their learning. The following strategies are used by the school to promote and maintain high levels of student attendance:

-School Leadership

A key responsibility for the Principal, Assistant Principal and staff is to regularly promote the importance of regular school attendance. Articles in the newsletter and follow up on students with above average absenteeism are regularly undertaken. The staff also notifies the Principal if a child is absent for 3 or more consecutive days without prior parental contact with the school. A follow up phone call is made.

-Transferring Schools

When a family notifies the school that they will be transferring to another school, the Principal informs them of the importance of enrolling in their new school immediately. If Highvale has not received notification from the new school within 7 days, this will be addressed initially via telephone and subsequently by notifying Child First or the Department of Human Services (DHS).

-External Agencies

In extreme cases the Principal will notify external agencies such as the Department of Human Services (DHS) or Child First.

Extra-Curricular Programs

Our extra-curricular programs are designed to support student learning and enhance differentiated and personalised learning. Through the provision of a range of educational experiences we aim to provide students with 'extra' opportunities which will both stimulate their thinking and provide opportunities for experience to be gained beyond what is prescribed in the Victorian Curriculum. These programs both support the learning described through this document and provide further opportunities for students to develop their interests and skills.

They include but are not constrained to:

- Instrumental Music Program – Brass, Woodwind, Percussion and Band
- Debating
- Sport Program
- Dance Classes
- Lego Robotics
- German Club
- Chess program
- Lunchtime activities

1. Identifying students in need of extra support

Our school will utilise the following information and tools 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 in and out of the classroom
- GradeXpert Data
- Engagement with student families

Additional Tools for identifying students in need of extra support include: IEPs, SSS referral form, teacher expertise, GradeXpert and ABLES

(<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx>)

Staff who identify students in need of additional support will liaise with the Assistant Principal to plan an appropriate course of action to support the student which will include discussing the case with the SSS Key Contact.

Highvale Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning

- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Highvale Primary School use our PBL instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Highvale Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the cornerstones of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums such as the LAMP Program or Green Team. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and Buddies Day.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in the School Wide Positive Behaviour Supports Program with a coach regularly attending the school to work with leadership.
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

Targeted

- each year group has a Learning Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Highvale Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Highvale Primary School 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 help identify students in need of support and enhance student wellbeing. Highvale Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

School Wide Positive Behaviours (Positive Behaviours for Learning – PBL)

The implementation of school wide positive behaviours for all students, parents and staff is an important whole school responsibility. The school encourages and expects positive behaviours which maximise student learning opportunities and lead to happy and safe classroom environments. It is also a right of both staff and students to participate in a classroom environment in which students adhere to clear behavioural expectations.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Bullying and harassment

Every student has the right to feel physically and emotionally safe at school. Every student also has the responsibility to not infringe on the rights of others to feel physically and emotionally safe at school.

Definitions

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

Bullying is repeated and/or on-going oppression, physical or psychological, of a less powerful person by a more powerful person or group. Highvale Primary School has an *Bullying and Harassment Policy* which sets out expectations and responsibility of all stakeholders.

Cyberbullying 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, facetime or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text, videos or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Highvale Primary School has developed a Digital Technologies Policy, Acceptable Use Agreement and curriculum plan. The school has achieved eSmart accreditation which supports the PBL approach.

Harassment is usually directed at a person because of their gender, race, belief, religion or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.

The effects of harassment can be brief lasting less than a day but an on-going, sustained pattern of bullying can result in a number of significant, lasting effects including:

- poor health – anxiety, depression
- low self esteem
- reduced academic performance
- missed classes, social withdrawal
- difficulty managing emotions such as anger
- reduced levels of engagement
- bullying type behaviour towards others

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. Those who stand by and witness this type of extreme anti-social behaviour without taking appropriate steps to stop it, give their approval for the behaviour by their inaction. This follows the notion that 'Bad things happen if good people do nothing'.

Outside in the Yard

Staff on yard duty are easily identified by the bright yellow vests they wear. Teachers on duty interact with students and act quickly to diffuse issues or conflicts when they arise. Issues that require further action are referred to the classroom teacher, area level coordinator or assistant principal as required. The school's commitment to Restorative Practices creates a consistent, supportive and clearly understood process for the resolution of issues and conflicts.

Bullying can involve such things as:

- grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks .

Cyber-bullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something that is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Highvale Primary School maintains a **Zero Tolerance** policy towards bullying and harassment of students, staff and parents in all forms. It is therefore the responsibility of staff, students and parents to work together and in support of one another to minimise the incidence and impact of bullying and harassment in our school. This will only be achievable if we take a whole school approach where everyone takes responsibility for ensuring that bullying, harassment and anti-social behaviour is not tolerated in any form.

As part of our school wide positive behaviour framework, we aim to support students by teaching positive social skills, resilience and confident behaviours. We ask parents to be actively involved in supporting school programs, communicating with the school and supporting any disciplinary actions or consequences that may result from student behaviour. Staff, students and parents all have responsibility for promoting, encouraging and modelling an anti-bullying and harassment culture within the school. This includes reporting unacceptable or anti-social behaviour to a teacher. In this way, students will learn that reporting such behaviour is one way we can stand up for our rights and the rights of others.

Highvale Primary School utilises the School Wide Positive Behaviour Framework together with the principles of Restorative Practice as the cornerstone of our wellbeing program. We aim to provide our students with the understanding and skills to be able to work towards managing and taking responsibility for their own behaviour and conduct. Where students are unable to resolve issues on their own, they are supported by teachers through restorative practices such as circle time and conferencing. Students have access to trained peer mediators during lunchtime yard sessions.

In situations where strategies such as restorative conversations are deemed not appropriate or insufficient, the school will initiate consequences for specific behaviour as deemed appropriate.

Consequences for breaching school rules and expectations will be logically connected to the actions. These range from warnings, discussion with the student about their behaviour, student conferences, class circle time sessions, time out/temporary removal from a class or activity, contact with parents, involvement with the Assistant Principal or on rare occasions, exclusion from our school in accordance with the DET Student Engagement Policy and Guidelines.

Highvale Primary School matrix of expectations (Appendix 1) are based on the following guidelines:

- Every teacher has the right to teach and every child has the right to learn.
- The need to follow teacher's instructions.
- The use of appropriate and acceptable language.
- Safe and appropriate physical interaction with all students, teachers and members of our community – violence of any sort towards another person is not acceptable.
- The care of school and personal property.
- The following of safety procedures eg movement around school, safe classrooms, games, internet and E-mail Safety and dangerous objects

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- Establishing predictable, supportive, engaging, fair and democratic classrooms and school environments with the School Wide Positive Behaviour Framework at the forefront
- Ensuring student participation in the development of classroom and whole-school expectations
- Providing personalised learning programs where appropriate for individual students
- Individual goals setting for academic and personal learning
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to develop and demonstrate 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 responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- identifying a student's individual learning needs and/or preferred learning styles and adapting curriculum programs and structures to meet those needs
- providing consistent school and classroom environments
- scaffolding the student's learning program

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator,
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing alternative activities and programs for students who are experiencing difficulties inter-acting with others or managing their own behaviour
- involving DET and community support agencies where appropriate
- implementing appropriate consequences in a clear and consistent manner

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in our SWPBS Decision-Making Flowchart in Appendix 2.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

An immediate suspension may be implemented when it is the only appropriate course of action in response to the student's behaviour. For example; where a student has endangered the physical safety and wellbeing of themselves or another student(s).

Consequences which may be implemented prior to suspension include:

- Warnings regarding the inappropriate behaviour
- Withdrawal of privileges
- A student being placed on a behaviour/work card
- A student being withdrawn from the yard for a period of time during recess and/or lunch or having their movements and play areas restricted.
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class
- Being able to participate in recess & lunchtime play only under the direct supervision of a teacher (not the yard duty teacher)
- Being withdrawn from school or year level programs such as swimming/inter-school sport or camp

Where appropriate, parents/carers should be informed of such strategies and consequences. Where possible the principal/assistant principal will ensure that parents/carers are informed at least the day before a suspension. Students will be provided with appropriate work to complete during their suspension and a student support meeting will be held within 48 hours of a student returning from suspension, as per the DET policy guidelines.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Highvale Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Highvale Primary School 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.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure 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 or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Assistant Principal
- restorative practices
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. 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 Highvale Primary Community Group (HPCG) 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 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

Parents responsibilities for supporting their child’s attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values and School Philosophy.

Highvale Primary School values the input of parents and carers, and we 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.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communication Procedures and Schedule Policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families 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

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:

- Student Attitudes to School Survey data
- School Level Report data
- Parent Opinion Survey data
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS
- Yard Incident report data spreadsheet
- Classroom incident reports- collated

Data collected from external wellbeing agencies

FURTHER INFORMATION AND RESOURCES

Appendix 1: Postive Behaviour for Learning – Matrix of Expectations

Appendix 2: SWPBS – Decision-making Flowchart

Appendix 3: Statement of Rights and Responsibilities

References

Department of Education and Training Student Engagement and inclusion Guidance	https://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx
Student Engagement Policy Guidelines	https://www.education.vic.gov.au/school/principals/spag/participation/Pages/policyrequirements.aspx
Disability Standards for Education	https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx
Safe Schools Hub	http://www.safeschoolshub.edu.au/
Charter of Human Rights and Responsibilities Act 2006	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/ http://www.education.vic.gov.au/hrweb/Documents/Charter-Implementation-Guide-DEECD.pdf
Equal Opportunity Act	http://www.education.vic.gov.au/hrweb/divequity/pages/default_eeo.aspx
Education and Training Reform Act 2006	http://www.austlii.edu.au/au/legis/vic/consol_act/eatra2006273/ http://www.education.vic.gov.au/about/department/legislation/pages/act2006.aspx
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/default.aspx
VRQA Child Safe	http://www.vrqa.vic.gov.au/childsafesafe/Pages/Home.aspx
DET Protect Child Safe Standards	http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx

FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safety: Reporting Obligations
- Child Safety Standards Policy
- Digital Technologies Acceptable Use Agreement
- Duty of Care Policy
- Equal Opportunity Policy
- eSmart Policy
- Inclusion and Diversity Policy
- Mobile Phone Policy
- Statement of Values and School Philosophy

REVIEW CYCLE

This policy was last updated on May 2019 and is scheduled for review in May 2020.



Highvale Primary School

'Positive Behaviour for Learning - Matrix of Expectations'

The Positive Behaviour for Learning Matrix translates Highvale Primary School's school values into expected behaviours. The purpose of the 'Matrix' is to support students understanding of the positive behaviours we expect to see, and that these are foremost in their minds.

All staff utilise these expectations to highlight positive behaviours in each classroom and throughout all settings of the school. The expected behaviours were developed with input from all the students and staff at Highvale P.S.

	Always	Learning Areas	Play Areas	Walkways	eLearning	Grounds	Toilets
We are Responsible	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Own my actions -Lead by example -Report problems to a teacher -Arrive at school on time -Leave school promptly 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Look after my belongings -Keep the classroom neat and tidy -Be organized -Listen carefully and work cooperatively -Use my time appropriately 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Care for equipment and the environment -Follow rules in games -Take turns 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Walk directly to my destination -Only enter corridors during class times -Keep my belongings off the floor 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Use iPads and laptops for the learning that is needed -Use technology responsibly 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Look after the Sanctuary garden and animals -Always put rubbish in the bin before I go outside -Play in designated play areas, not in garden 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Use toilets appropriately -Flush toilet and wash my hands
We are Respectful	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Keep my hands and feet to myself -Encourage and support others -Be friendly -Use an inside voice in buildings -Be mindful of people around me 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Look after all property -Be polite to everybody -Listen to the person speaking -Wait my turn 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Include others in activities -Use kind words -Share space and equipment -Use play and sport equipment properly 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Use appropriate language -Be friendly to other students -Talk quietly 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Always ask and wait my turn when using eLearning tools -Treat the eLearning equipment with care 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Be polite to teachers and others visiting our school. -Listen carefully for the music to make sure I am back in class on time. 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Clean up after myself -Keep quiet and consider classrooms nearby -Respect others privacy
We are Honest and show Integrity	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Tell the truth -Be fair and trustworthy -Own up to my actions 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Support others with their learning -Do the right thing even if the teacher is not looking 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Follow rules in games -Work with others to solve problems, then seek teacher support when difficulties arise -Play for the 'fun' of it 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Always wait my turn and not push past others. 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Only post things that are constructive and positive -Share relevant information that helps with our learning 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Set a good example to my peers and the wider school community -Use appropriate language -Care for others. 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Report any problems or silly behaviour to a teacher.
We are Committed	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Listen and participate -Try my best at all times -Ask questions to help me learn -Always Give my best effort to achieve my goals 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Be prepared and ready to learn -'Bounce Back' from challenges -Show initiative and build confidence -Stretch myself as a learner 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Try new games and activities - Follow team rules 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Walk quietly past other classrooms -Keep corridors clean and tidy 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Always try my best to look after and use technology responsibly 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Make sure that rubbish is put in the bin -Make sure my uniform is neat and tidy. 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Return to class/play as soon as possible -Use required amount of toilet paper and water -Save water by turning taps off
We are Safe	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Be mindful of others -Tell an adult if something is unsafe -Keep my hands and feet to myself -Use the turning circle safely 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Ask for permission before leaving the classroom. -Use equipment appropriately. -Move slowly around the room 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Play safe games -Use equipment appropriately -Learn to solve problems -Trust my teachers to support me when required 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Always use undercover areas when it's raining -Walk carefully around building corners 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Not share personal information about myself or friends. -Always seek teacher or parent advice before signing up to websites or downloading apps 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Always stop, look, listen and think when crossing roads. -Use zebra crossings and light crossings when walking across the road. 	<p><i>I will:</i></p> <ul style="list-style-type: none"> -Go with a partner -Not play in the toilets -Flush toilet and wash hands

Decision-making Flowchart



Calm	1. Non-verbal Prompt (Student is out of bounds, move towards student make eye contact)	Give positive feedback once desired behaviour is displayed Enter Minor Referral Major Behaviour Referral
Consistent	*2. Descriptive ("James you need to be safe")	
Brief	3. Corrective ("James move in bounds, thanks")	
Immediate	4. Re-teach the rule ("remember, to be safe James, we stay in bounds ")	
Respectful	5. Choice ("James you either return to the inbounds area or you will have to walk with me") If student is still non-compliant follow major behaviour steps.	

Calm	1. Student referred to executive, major referral entered in Student administration system by staff member	Conference with student Analyses of data to inform effective consequences (Educative) Apply appropriate consequence (Educative)
Consistent	2. Executive follow agreed procedure	
Brief	3. Data input in behaviour management tracking system. Review individual students' data.	
Immediate	4. Executive member to follow through and determine consequences	
Respectful	5. Support provided in accordance with Tiered intervention on the continuum	

Shared Behaviour Expectations

To be read in conjunction with 'Child Safety Standards Policy'

Our shared expectations are based upon these key values and our dedication to ensuring that all our students can achieve the best possible learning and social outcomes in a positive, stimulating and supportive environment. Our shared expectations go hand in hand with the rights and responsibilities of all members of our community.

Effective schools share high expectations for the whole school community for the manner in which staff, students and parents will conduct themselves. At Highvale P.S our agreed expectations are as follows:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work to work cooperatively and collaboratively with peers and school community groups • Ask for assistance when required 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Comply with Ministerial Order No. 870 – Child Safe Standards • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Be informed and supportive of school programs and actively participate in school events/parent groups • Cooperate with requests from the school 	<ul style="list-style-type: none"> • Comply with duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • Comply with Ministerial Order No. 870 – Child Safe Standards • Provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success • Make sure every student has an equal opportunity to participate • Ask for student input into the curriculum and class environment • Listen to students and value their contributions • Listen to parents' insight into their children's learning • Encouraging personal excellence • Developing independent learners • Provide enjoyable classrooms • Provide a wide range of resources to engage students • Take into account the needs of specific students where practicable (such as students with disabilities, EAL) • Encourage the participation of parents
Attendance	All students are expected to: <ul style="list-style-type: none"> • attend and be punctual for all classes every day that the school is open to students 	Parents/Carers are expected to: <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct, including contact details 	In accordance with legislation released March 1, 2014 the school will: <ul style="list-style-type: none"> • Proactively promote regular attendance

	<ul style="list-style-type: none"> • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<ul style="list-style-type: none"> • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> • mark rolls accurately each morning and afternoon • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school’s Annual Report • Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies
<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the school’s core values of respect, responsibility and resilience • treat classmates, teachers and other adults with respect and dignity • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others and value school resources • comply with the school’s policies and work with teachers and parents in developing strategies to improve outcomes • develop and use strategies to resolve minor conflict issues 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child’s circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs • Follow the school’s <i>Communication Policy</i> when communicating behavioural concerns • Communicate clearly with the school about the needs of their children 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>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</p> <p>The school will consistently apply its Behavioural Expectations through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises 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</p> <p>Teachers, support staff and leadership are committed to:</p> <ul style="list-style-type: none"> • Following up on all children’s concerns • Setting appropriate and achievable goals • Modelling appropriate behaviour • Positive reinforcement of appropriate behaviour • Being non-judgemental • Displaying trust and confidentiality

