



2. Student Wellbeing and Engagement Policy

Ratified by School Council: June 2021

Review date: June 2022

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 325 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 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 0.217 and our Student Family Occupation and Education (SFOE) is 0.1435. Students who speak English as an Additional Language (EAL) comprises 70% of our student population. 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 7 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.

Vision:

Our globally diverse school community works together to nurture engaged, socially responsible and resilient learners. Students are empowered to experience challenge, develop independence and achieve success.

Our practice:

- *places students at the centre of all decision making.*
- *is always informed by evidence and research.*
- *includes high expectations of our students, staff and community.*
- *creates a safe, inclusive learning environment for everyone.*

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 innovative 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

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 Strategies (Tier 1)

- 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 parent (for example: Acknowledgement Eggs, PBL Awards).
- All students will have the opportunity to participate in a social and emotional learning curriculum program through School Value Booster Sessions, Restorative Practices, Cooperative Kids’ Concept Curriculum Lessons and Student Empowerment lessons.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council (SRC), Student Empowerment Teams (SET) and other more informal mechanisms.

Targeted Strategies (Tier 2)

All Tier 1 supports plus:

- Students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services (SSS) 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 to working with students who have experienced trauma.
- Develop a Behaviour Support Plan and/or Individual Education Plan (IEP).
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Refer to internal support services eg Leadership Team, Student Support Services or Intervention Team.

Individual Strategies (Tier 3)

All Tier 1 & 2 supports plus:

- Strategies to support attendance and engagement of individual students include:
 - 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.
 - Refer to external support services including Child First, Local Government Youth Services, Community Agencies, Child and Youth Mental Health Service (CYMHS) etc.
 - as well as to other Department programs and services such as the Mental health toolkit, headspace, Navigator and LOOKOUT.

4. Identifying students in need of extra support

Highvale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The 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 and suspension data
- engagement with families
- self-referrals or referrals from peers

Additional Tools for identifying students in need of extra support include: Student Development Concerns Checklist, IEPs, SSS referral form, teacher expertise, GradeXpert and ABLES (Ability Based Learning and Education Support)

(<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.

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

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

<https://www2.education.vic.gov.au/pal/suspensions/policy>

<https://www2.education.vic.gov.au/pal/expulsions/policy>

<https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Highvale Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

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/carers 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 Communicating with School Staff 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.

Parent 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.

8. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS (Student Online Case System)

Highvale Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school’s website
- Included in staff induction processes

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

Appendix 1: Postive Behaviour for Learning – Matrix of Expectations

Appendix 2: School Wide Positive Behaviour Supports (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_eo.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 Responding and Reporting Obligations (including Mandatory Reporting)
- Child Safe Standards Policy
- Digital Learning Policy
- Digital Technologies Acceptable Use Agreement

- Duty of Care Policy
- Equal Opportunity Policy
- Inclusion and Diversity Policy
- Mobile Phone Policy
- Statement of Values and School Philosophy

REVIEW CYCLE

This policy was last updated on July 2021 and is scheduled for review in July 2022.



Positive Behaviour for Learning

MATRIX OF EXPECTATIONS

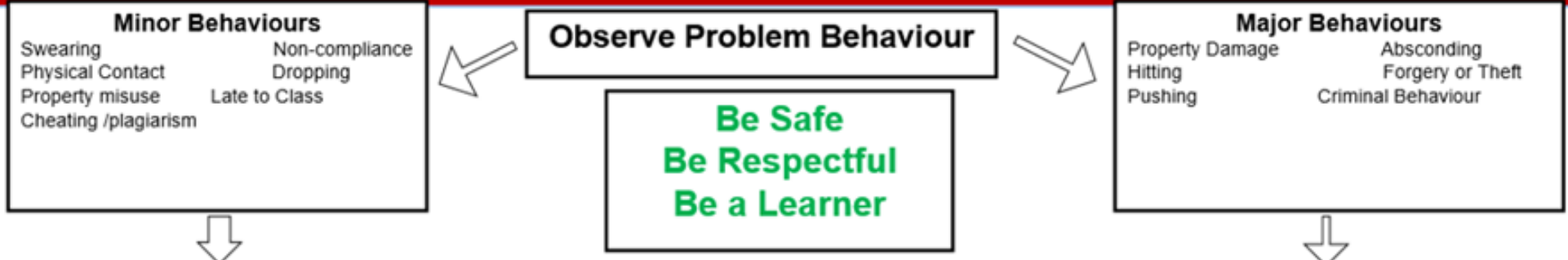
The Positive Behaviour for Learning Matrix translates Highvale Primary School's school values into expected behaviours. The expected behaviours were developed with input from all the students and staff at Highvale P.S.

The 'Matrix' supports students understanding of the positive behaviours we expect to see, and helps to keep them foremost in their minds.

All staff utilise these expectations to highlight positive behaviours within classrooms and throughout all settings of the school.

WE ARE:	RESPONSIBLE	RESPECTFUL	HONEST AND SHOW INTEGRITY	COMMITTED	SAFE
Always	I will: <ul style="list-style-type: none"> Own my actions Lead by example Report problems to a teacher Arrive at school on time 	I will: <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 	I will: <ul style="list-style-type: none"> Tell the truth Be fair and trustworthy Own up to my actions 	I will: <ul style="list-style-type: none"> Listen and participate Try my best at all times Ask questions to help me learn 	I will: <ul style="list-style-type: none"> Be mindful of others Tell an adult if something is unsafe Keep my hands and feet to myself
Learning areas	I will: <ul style="list-style-type: none"> Look after my belongings Keep the classroom neat and tidy Be organized and listen carefully Work cooperatively Use my time appropriately 	I will: <ul style="list-style-type: none"> Look after all property Be polite to everybody Listen to the person speaking Wait my turn 	I will: <ul style="list-style-type: none"> Support others with their learning Do the right thing even if the teacher is not looking 	I will: <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 	I will: <ul style="list-style-type: none"> Ask for permission before leaving the classroom. Use equipment appropriately Move slowly around the room
Play areas	I will: <ul style="list-style-type: none"> Care for equipment and the environment Follow rules in games Take turns 	I will: <ul style="list-style-type: none"> Include others in activities Use kind words Share space and equipment Use play and sport equipment properly 	I will: <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 	I will: <ul style="list-style-type: none"> Try new games and activities Follow team rules 	I will: <ul style="list-style-type: none"> Play safe games Use equipment appropriately Learn to solve problems Trust my teachers to support me
Walkways	I will: <ul style="list-style-type: none"> Walk directly to my destination Only enter corridors during class times Keep my belongings off the floor 	I will: <ul style="list-style-type: none"> Use appropriate language Be friendly to other students Talk quietly 	I will: <ul style="list-style-type: none"> Always wait my turn and not push past others 	I will: <ul style="list-style-type: none"> Walk quietly past other classrooms Keep corridors clean and tidy 	I will: <ul style="list-style-type: none"> Always use undercover areas when its raining Walk carefully around building corners
eLearning	I will: <ul style="list-style-type: none"> Use iPads and laptops for the learning that is needed Use technology responsibly 	I will: <ul style="list-style-type: none"> Always ask and wait my turn when using eLearning tools Treat the eLearning equipment with care 	I will: <ul style="list-style-type: none"> Only post things that are constructive and positive Share relevant information that helps with our learning 	I will: <ul style="list-style-type: none"> Always try my best to look after and use technology responsibly 	I will: <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
Grounds	I will: <ul style="list-style-type: none"> Look after the Sanctuary garden and animals Always put rubbish in the bin Play in designated play areas, not in garden 	I will: <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 	I will: <ul style="list-style-type: none"> Set a good example to my peers and the wider school community Use appropriate language Care for others 	I will: <ul style="list-style-type: none"> Make sure that rubbish is put in the bin Make sure my uniform is neat and tidy 	I will: <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
Toilets	I will: <ul style="list-style-type: none"> Use toilets appropriately Flush toilet and wash my hands 	I will: <ul style="list-style-type: none"> Clean up after myself Keep quiet and consider classrooms nearby Respect others privacy 	I will: <ul style="list-style-type: none"> Report any problems or silly behaviour to a teacher 	I will: <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 	I will: <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)	<div style="background-color: #008000; color: white; padding: 5px;">Give positive feedback once desired behaviour is displayed</div> <div style="background-color: #800000; color: white; padding: 5px; margin-top: 10px;">Enter Minor Referral</div> <div style="background-color: #FF0000; color: white; padding: 5px; margin-top: 10px;">Major Behaviour Referral</div>
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	<div style="background-color: #FF0000; color: white; padding: 5px;">Conference with student</div> <div style="background-color: #800000; color: white; padding: 5px; margin-top: 10px;">Analyses of data to inform effective consequences (Educative)</div> <div style="background-color: #008000; color: white; padding: 5px; margin-top: 10px;">Apply appropriate consequence (Educative)</div>
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

