



HELP FOR NON-ENGLISH SPEAKERS

IF YOU NEED HELP TO UNDERSTAND THE INFORMATION IN THIS POLICY, PLEASE CONTACT THE FRONT OFFICE ON 8903 4000

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.

Grayling 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

Grayling Primary School is located in the Southern Melbourne area of the South-East Victoria region. Grayling Primary School is situated on a 3.5-hectare site on 25 Ferdinand Drive, Clyde North. There will be a provision for a Prep to Year 6 Primary School consisting of facilities for a long-term enrolment of 525.

The facilities have been designed with the following key principles in mind:

- designs that place a strong emphasis on flexibility
- learning spaces that are capable of supporting different learning styles and recognise that children learn in different ways

- buildings with a public realm that are visually stimulating, inviting to the community and readily accessible to all
- comfortable and safe workplaces for all students, staff, and visitors

The City of Casey, where Grayling Primary School resides has an estimated annual population growth of over 10,000 until 2041. Currently, the area holds more than 300,000 residents from roughly 150 cultural backgrounds with over 140 different languages.

Therefore, it's predicted the number of primary school students that will have English as a second language will continue to increase each year. To support the diverse range of cultures and backgrounds, the school will employ both multicultural aids and English as a second language (EAL) teachers to work across all years within the school.

The school will celebrate its multiculturalism, embedding the diverse community profile within the culture of the school community.

Through a range of school led events, community partnerships and involvement within community charities and fundraisers, the school will work to become a hub for all members of the whole school community.

To ensure all staff feel supported in their own whole school community, especially when dealing with a community they may be new to, the school will provide professional development plans, which will include professional learning opportunities, to each individual staff member.

The school will strive for flexibility in managing and accessing the diverse whole school community as it changes with growth in the area. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy, and vision

Our mission at Grayling Primary School is to provide a rich and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a thirst for learning and trying new things.

At Grayling Primary School our vision is for all students to be proud and connected, to succeed both academically and socially. For all students to be engaged, motivated and to set high expectations for themselves. We want our students to foster a curiosity and passion for learning. Grayling Primary students, staff and the community will work collaboratively to ensure that all students are resilient, confident, and respectful global citizens.

Our objective at Grayling Primary School is for our students and community to be 'Proud and Connected', with our students being global learners with a strong sense of self and of others.

Grayling Primary School's motto is being 'Proud and Connected', our values are intrinsically linked to this motto by being PROUD.

- **Performance**
- **Respect**
- **Open-minded**
- **United**
- **Daring**

Performance- *"Striving for my personal best"*

Respect- *“Respecting myself, others and the school environment”*

Open-minded- *“Willing to consider ideas and opinions that are new or different to my own”*

United- *“Being part of a team to achieve a common goal”*

Daring- *“Being brave and willing to take risks to challenge myself”*

3. Engagement strategies

Grayling 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 careers
- priorities 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/careers 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 Grayling Primary School use an 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 Grayling 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 foundation 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 are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the 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 school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - School wide Positive Behaviors Program
 - Bully Stoppers
 - Kids Roar
- 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, peers support programs

Targeted

- each year group has 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
- 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 (Principal Class) and Student Support Services
- referral to Child First, Headspace
- Lookout

Grayling 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/career 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 Child First

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

Grayling Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team: consisting of the Principal, Assistant Principal and Leading Teacher, plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Grayling 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 - modification of data records (NCCD)
- attendance, detention, and suspension data
- engagement with families
- self-referrals or referrals from peers

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 careers 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 careers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioral expectations and management

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

When a student acts in breach of the behaviour standards of our school community, Grayling 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.

Our school considers, explores, and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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 misbehavior*
- *withdrawal of privileges*
- *referral to the Assistant Principal*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in 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 Grayling Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Grayling Primary School values the input of parents and careers, 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 careers in our school community.

We work hard to create successful partnerships with parents and careers 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 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.

8. Evaluation

Grayling 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
- SOCS

Grayling 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
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

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

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	01/08/22 - updated with latest details from PAL
Consultation	School council, Leadership
Approved by	Principal - school Council - 08/08/2022
Next scheduled review date	Term 3 -2024