

# STUDENT WELLBEING AND ENGAGEMENT POLICY

To be read in conjunction with Department of Education and Training Student Engagement and Inclusion Guidance



## Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on [ripponlea.ps@education.vic.gov.au](mailto:ripponlea.ps@education.vic.gov.au) or 9527 5728.

## 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.

Ripponlea 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, where student participation is encouraged and valued, 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

Ripponlea Primary School (RPS) is a state government school established in 1922 and located in Carrington Grove, St Kilda East. The buildings are a mixture of old and new, reflecting RPS's long and proud history.

Classrooms are bright, welcoming and well resourced. Each classroom is equipped with an interactive electronic whiteboard. Specialist rooms are provided for Performing Arts, Visual Arts, LOTE, Library and Learning Support Services. Before and after school, the LOTE room is used for Outside School Hours Care (OSHC). The multipurpose building is used for Physical Education, assemblies, dance, drama, incursions and more. Our well-equipped canteen (Snack Shack) operates two days a week at recess. Grounds are neat and well-maintained and include a synthetic multi-sport oval, basketball court, mini pitch, two playgrounds (one for Foundation–Year 2 students and one for Years 3-6 students) and a productive garden. We also have a close relationship with Ripponlea Kindergarten, which is located on the school site.

RPS has an enrolment of approximately 270 students with further growth in numbers expected over the coming years. There is currently an equal proportion of male and female students. RPS has a Principal, Assistant Principal, 13 full-time teaching staff members, 3 part-time staff in specialist teaching roles, and 11 Education Support Officers, including 8 who are Integration Aides working with students with a Disability Inclusion Profile. RPS is culturally diverse; 11% of students have acquired English as an additional language (EAL). RPS's Student Family Occupation status reflects that 80% of our families are in professional occupations. Currently at RPS there are 10 students in the DIP program.

RPS is committed to:

- providing a safe, secure and stimulating learning environment for all students
- an understanding that 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
- fostering a strong sense of community and an attitude of curiosity and inquiry amongst its students
- acknowledging that student wellbeing and student learning outcomes are inextricably linked
- preventing and addressing bullying, including cyberbullying (please refer to RPS Bullying Prevention Policy and Cyber Safety policies for more information)
- the implementation of a positive Student Wellbeing and Engagement Policy based on respect for all students, the rights of all students and the responsibilities accompanying these.
- RPS is committed to complying with the Department of Education's policy regarding physical restraint and seclusion

RPS aims to provide a dynamic and flexible learning environment that engages students to work towards achieving their personal best in an atmosphere of mutual respect and cooperation.

## 2. School values, philosophy and vision

RPS's vision is for the students of RPS to be global and creative thinkers who are empowered with the skills and empathy to engage with an ever-changing world. They care, they create, they connect.

RPS has six core values:

- **Community** - We work together cooperatively in a team, making sure no one is left out. We take pride in our environment and support each other in the tasks that need to be done.
- **Creativity** – We imagine, think creatively, share our ideas with others and try new things.
- **Integrity** – We do what is right even when no one is looking. We are honest even when we might get into trouble.
- **Open-Mindedness** – We know, accept and value that everyone is different. We share ideas and listen to and respect the opinions of others.
- **Resilience** – We know that life can challenge us. We have a go even when it is hard. We can bounce back from things that hurt and disappoint us and learn from our mistakes.
- **Respect** – We consider the rights of others and are tolerant of our differences. We take care of our environment and equipment.

RPS responds to the needs and expectations of parents and the community by providing educational programmes that cater for a variety of learning styles, student needs and foster student potential. Teachers provide a stimulating, comprehensive and challenging curriculum based on the Victorian Curriculum – the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

RPS provides a diverse range of extra-curricular enrichment opportunities including instrumental lessons, the biennial production, whole school special events such as the Book Parade, and Inter-House competitions. Upon enrolment, children are placed in a House, with siblings allocated to the same House. Our four Houses were named in consultation with the Bunurong Land Council, and after animals native to the local area: Bemim (Ring-Tailed Possum), Booring (Bandicoot), Tunparrim (Lizard) and Warren (Wombat).

RPS provides leadership opportunities for students and encourages outstanding performance in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement.

Our students, through the School Captains, Student Council and the House Captain System, are engaged in the decision-making process within the school community.

In RPS's Strategic Plan for 2021-2025 the goals for Student Engagement and Inclusion are:

**Goal 1:** To improve student wellbeing.

**Goal 2:** To improve student voice and agency.

For further information, please view our school website.

RPS is undergoing a review in 2025 which will shape future student engagement, wellbeing and inclusion goals from 2025 onwards.

### **3. Wellbeing and engagement strategies**

Ripponlea Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 in **Appendix 1**.

### **4. Identifying students in need of support**

Ripponlea 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. Ripponlea 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
- self-referrals or referrals from peers
- Chronicle entries on COMPASS system
- Concerns identified by Child Safe Champions at RPS

### **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 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. Further information about raising a complaint or concern is available in our Complaints Policy.

***All Members of the Ripponlea Primary School community have a right to:***

- enjoy an environment free of bullying (including cyber bullying), harassment, violence, abuse, intimidation, discrimination (including racist, sexist, ability-based, class-based and homophobic forms of discrimination), vilification and exclusion
  - be treated with respect and dignity
- 
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

***All Members of the Ripponlea Primary School community have a responsibility to:***

- acknowledge their obligations under the *Equal Opportunity Act 1995*, the *Charter of Human Rights and Responsibilities Act 2006*, *Disability Discrimination Act 1992*, *Disability Standards For Education 2005* and *Education and Training Reform Act 2006*; these obligations will be communicated to all members of the school community
- participate and contribute to a learning environment that supports the learning of self and others
- ensure their actions and views do not impact on the health and wellbeing of other members of the school community
- ensure school property is appropriately used and maintained.

| <b><i>All students have the right to:</i></b>  | <b><i>All staff have the right to:</i></b>  | <b><i>All parents have the right to:</i></b>   |
|--|---|--|
| <ul style="list-style-type: none"> <li>● learn and socialise without interference or intimidation in a safe and secure environment</li> <li>● be treated with respect and fairness as individuals</li> <li>● expect a learning program that meets their individual needs.</li> </ul> | <ul style="list-style-type: none"> <li>● expect to be able to work in an atmosphere of order and cooperation</li> <li>● use discretion in the application of rules and consequences</li> <li>● receive respect and support from the school community</li> <li>● be informed (within Privacy requirements) about matters relating to students that may impact on that student's learning and wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>● know that their children are in a safe, happy learning environment where they are treated fairly and with respect</li> <li>● a positive and supportive approach to their child's learning</li> <li>● expect communication and participation in their child's education and learning.</li> </ul> |

| <b><i>All students have a responsibility to:</i></b>   | <b><i>All staff have a responsibility to:</i></b>  | <b><i>All parents have a responsibility to:</i></b>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>● be prepared to learn and participate fully in RPS’s educational program</li> <li>● explore their full potential</li> <li>● respect the rights of others</li> <li>● contribute positively to their own and others’ educational experiences</li> <li>● ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul> | <ul style="list-style-type: none"> <li>● demonstrate the professional standards set by the Australian Institute for Teaching and School Leadership in the areas of professional knowledge, practice and engagement</li> <li>● fairly, reasonably and consistently implement the Student Engagement &amp; Wellbeing Policy</li> <li>● build positive relationships with students as basis for engagement and learning</li> <li>● use and manage the resources at RPS to create stimulating, safe and meaningful learning treat all members of the school community with respect, fairness and dignity.</li> </ul> | <ul style="list-style-type: none"> <li>● build positive relationships with members of the RPS community</li> <li>● ensure their child’s regular attendance at school and that they have the appropriate learning materials</li> <li>● promote respectful relationships take an active interest in their child’s educational progress and model and reinforce positive behaviours</li> <li>● support RPS in maintaining a safe and respectful learning environment for all students</li> <li>● engage in regular and constructive communication with school staff regarding their child’s learning.</li> </ul> |

## 6. Student behavioural expectations and management

RPS has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive by setting out what are expected and appropriate behaviours for the RPS community. They reflect the ideas that the RPS community is an inclusive community that respects and cares for everyone within it; it is resilient and open to learning new things and extending itself creatively. Behavioural expectations of students, staff and families are grounded in our school's Statement of Values (see Appendix 2).

RPS has implemented a School-Wide Positive Behaviour Support ('SWPBS') framework to underpin a safe, supportive and positive learning culture. Our SWPBS purpose statement determines:

*At Ripponlea PS we care about ourselves, others, our learning and our school; we create an environment where we can grow and learn; we connect our actions with outcomes which helps us to make good decisions.*

### [SWPBS Parent & Student Handbook & Website Information](#)

Our implementation of SWPBS incorporates eight key features:

- **A common philosophy and purpose.** Staff and students use a common language to discuss behaviour and RPS emphasises the need to teach appropriate behaviour alongside academic learning (see our Purpose Statement above).
- **Leadership and school-wide support.** School leaders and the SWPBS team lead implementation by creating, reviewing and monitoring an action plan in consultation with students, staff and parents.
- **Clearly defined set of expected behaviours.** Clear, positively stated examples are identified through themes of *Respect, Pride* and *Safety* and displayed in different school settings (see **Appendix 3**).
- **Procedures for teaching and practising expected behaviours.** A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.
- **A continuum of procedures to encourage expected behaviours.** Systems are in place to acknowledge expected behaviour and promote commitment from all members of the school community.
- **A continuum of procedures to discourage inappropriate behaviour.** Problem behaviours are clearly defined and specific strategies and responses to minor and major behavioural infractions are implemented.
- **Procedures for record-keeping, decision making and ongoing monitoring.** The SWPBS team reviews data on behaviour and correlates these with other sources of data such as academic progress. Analysis of this data is used to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour.
- **Staff are supported to use effective classroom practices.** RPS has systems to support staff to adopt evidence-based instructional practices associated with reductions in inappropriate behaviour.

It is acknowledged there will be behaviours and events that occur that compromise our expectations. When this occurs, the school institutes a staged response consistent with the Department’s Student Engagement and Inclusion Guidelines. Where appropriate the school will inform and involve parents in these processes through a Student Support Group. The following restorative approach to repair damaged relationships with individuals and groups will be used.

| <b><i>A RESTORATIVE QUESTION APPROACH</i></b>  |  |
|--|--|
| <b>When things go wrong</b>  | <b>When someone has been hurt</b>  |
| <ul style="list-style-type: none"> <li>● What happened?</li> <li>● What were you thinking at the time?</li> <li>● What are you thinking now?</li> <li>● Who has been affected by what you have done? In what way?</li> <li>● What do you think you need to do to make things right?</li> </ul> | <ul style="list-style-type: none"> <li>● What did you think when you realised what had happened?</li> <li>● What impact has this incident had on you and others?</li> <li>● What has been the hardest thing for you?</li> <li>● What do you think needs to happen to make things right?</li> </ul> |

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, calmly and consistently. Students will always be provided with an opportunity to be heard. A staged response may include:

- **discussing** the behaviour problems and reaching an agreement for future behaviour
- **explicit teaching** of appropriate behaviours
- **monitoring** and **providing feedback** to adopt positive replacement behaviours
- **time out** to allow students a “brain/active” period
- **Modification** of an activity to support the student in exhibiting expected behaviours
- **counselling** for individuals in order to modify behaviour
- **Student Support Group meeting** involving parents/caregivers and/or relevant DET support staff, and/or outside agencies to assist with modifying behaviour.

Student bullying behaviour will be responded to consistently with RPS’s *Bullying Prevention* policy.

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 Ripponlea Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

RPS is committed to the Department's policy on physical restraint and seclusion where this is only permitted "in exceptional circumstances where immediately required and reasonably necessary to protect the safety of a student or other person". Information about the DOE policy can be found [here](#).

## **7. Engaging with families**

Ripponlea 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 published on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by the [Respectful Behaviours within the School Community Policy](#)
- reminding parents/carers [that respectful communities start with respectful behaviour](#)
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home learning 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 education plans for students.

## **8. Evaluation**

Ripponlea 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

Ripponlea 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
- Included as annual reference in school newsletter

- Made available in hard copy from school administration upon request

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

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [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:

- About RPS - Values, Philosophy and Learning
- Attendance Policy
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Child Safety Reporting Obligations
- Inclusion and Diversity Policy

## POLICY REVIEW AND APPROVAL

|                            |  |
|----------------------------|--|
| Policy last reviewed       | July 2025  |
| Consultation               | Student Wellbeing Committee February 2025<br>Parent Community September 2024<br>School Council February 2025 |
| Approved by                | Principal  |
| Next scheduled review date | February 2026  |

## RPS Student Engagement Strategies

RPS implements a range of strategies that support and promote individual, targeted and universal engagement. These can include:

| Universal strategies – Whole School  | Targeted strategies – Year Level Specific   | Individual strategies  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● high and consistent expectations of all staff, students and parents/carers</li> <li>● prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing</li> <li>● creating a culture that is inclusive, engaging and supportive</li> <li>● welcoming all parents/carers and being responsive to them as partners in learning</li> <li>● analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and student assessment data</li> <li>● delivering a broad curriculum to cater to students' needs, interests and aspirations</li> <li>● using an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons</li> <li>● adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and following</li> </ul> | <ul style="list-style-type: none"> <li>● RPS's Student Engagement and Wellbeing Team monitoring the health and wellbeing of students and acting as a point of contact for students who may need additional support</li> <li>● connecting all Aboriginal and Torres Strait Islander students with a Koorie Engagement Support Officer</li> <li>● appointing a Learning Mentor to all students in Out of Home Care, ensuring they have an Individual Learning Plan and are referred to Student Support Services for an Educational Needs Assessment</li> <li>● staff undertaking health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year</li> <li>● applying specific strategies when working with students with additional needs (e.g., a trauma-informed approach to working with students who have experienced trauma)</li> <li>● Our English as a second language students are supported through our EAL program, and all</li> </ul> | <ul style="list-style-type: none"> <li>● building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances</li> <li>● meeting with student and their parent/carer to talk about how best to help the student engage with school</li> <li>● developing an Individual Education Plan, Safety Plan and/or a Behaviour Support Plan</li> <li>● considering if any environmental changes need to be made to accommodate a student</li> <li>● referring the Student Support Services or appropriate external supports such as council-based youth and family services, other allied health professionals, or child and adolescent mental health services</li> <li>● being responsive and sensitive to changes in the student's circumstances and health and wellbeing</li> <li>● 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: Child FIRST, Orange Door,</li> </ul> |

|  |   |  |
|--|---|--|
| <p>the standards set by the Victorian Institute of Teaching</p> <ul style="list-style-type: none"> <li>● carefully planning transition programs to support students moving into different stages of their schooling</li> <li>● acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents</li> <li>● monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level</li> <li>● allowing students the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council</li> <li>● encouraging students to speak with their teachers, Child Safe Ambassadors, Assistant Principal and Principal whenever they have any questions or concerns</li> <li>● creating opportunities for cross-age connections amongst students through school productions, house events and the buddy program</li> <li>● engaging in school-wide positive behaviour support with our staff and students, including programs such as Respectful Relationships</li> <li>● delivering programs, incursions, excursions and camps to promote learning development, curiosity, and peer connectedness.</li> </ul> | <p>cultural and linguistically diverse students are supported to feel safe and included in our school including through the development of an Individual Education Plan with the classroom teacher and support from the Student Wellbeing Team.</p> <ul style="list-style-type: none"> <li>● supporting learning and wellbeing outcomes of students from refugee backgrounds through individual education plans and with individualised support.</li> <li>● providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on <a href="#">LGBTIQ Student Support</a> and individual supports provided in conjunction with the student wellbeing team.</li> <li>● monitoring and following up on attendance concerns in compliance with Department procedures.</li> <li>● implementing programs and initiatives such as, Say No to Bullying and RUOK? Day.</li> <li>● providing all staff with professional learning support regarding student mental health and wellbeing issues</li> <li>● deliver targeted wellbeing lessons based on year level specific needs e.g. Resilience Rights and Respectful Relationships and Sexuality, Health and Consent Education.</li> </ul> | <p>Headspace, Family Life</p> <ul style="list-style-type: none"> <li>● providing individual social skills support through the evidence based Social Stencil Program</li> <li>● providing targeted learning support in reading through the MiniLit &amp; Macqlit reading intervention program</li> <li>● providing opportunities to engage positively with peers and social coaching through structured play opportunities indoors and outside on the inclusive learning deck</li> <li>● providing strategies that incorporate individual assistance and support from disability and inclusion wellbeing staff e.g. Return to School Plan, Separation Anxiety Plan Emotional Regulation Plan</li> <li>● providing targeted support in mathematics through the TLI program</li> <li>● monitoring the attendance of individual student and developing an attendance improvement plan in collaboration with the student and their family.</li> <li>● providing in class and out of class supports though one to one adult assistance.</li> </ul> |
|--|---|--|

## Appendix 2

### RPS STATEMENT OF VALUES - Promoting Healthy, Safe and Respectful School Communities

Ripponlea Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

#### RESPONSIBILITIES

##### AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- work collaboratively to create a school environment where respectful and safe conduct is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments
- plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential

- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- make known to parents the school's communication and complaints procedures
- ask any person who is acting in an offensive or disorderly way to leave the school grounds.

##### AS TEACHERS & ALL NON-TEACHING STAFF, WE WILL:

- model positive behaviour to students consistent with the standards of our profession
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

##### AS PARENTS/CARERS, WE WILL:

- model positive behaviour to our child
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's complaints processes if there are complaints

- treat all school leaders, staff, students, and other members of the school community with respect.

#### AS STUDENTS, WE WILL:

- model positive behaviour to other students
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

#### AS COMMUNITY MEMBERS, WE WILL:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and orderly learning environment for all students
- utilise the school's communications policy to communicate with the school.

#### THE DEPARTMENT OF EDUCATION AND TRAINING WILL:

- provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff
- provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff
- provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing
- provide access to evidence-based resources and strategies to increase student safety, wellbeing and engagement
- provide schools with practical and legal support as required
- provide parents with practical guidance and resources to resolve conflicts with the school.

#### CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

##### UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

##### CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences.

This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

### Appendix 3



## MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS

**WE CARE, CREATE, CONNECT**  
 We care about ourselves, others, our learning and our school.  
 We create an environment where we can grow and learn.  
 We connect our actions with outcomes and make good **decisions**.



| School Values<br>COMMUNITY<br>CREATIVITY<br>RESILIENCE<br>RESPECT<br>OPEN-MINDEDNESS<br>INTEGRITY | <b>RESPECT CARE</b>  | <b>PRIDE CREATE</b>                                    | <b>SAFETY CONNECT</b>  |
|---|--|--|--|
| <b>F-2 Learning Spaces &amp; All Areas</b>  | I use three levels of voice: <b>thinking, whispering, discussion</b> | I have a positive attitude to learning                 | I move quickly, quietly and carefully wherever I go                                      |
|   | I am an active listener and use the <b>5 L's</b>                     | I ask questions when unsure or need help               | I follow my technology agreement   |
|   | I give and accept feedback   | I am responsible for my learning                       | I return promptly from the toilets with my partner                                       |
|   | I allow others to learn  | I share my ideas and wait patiently for my turn        | I am responsible for my choices  |
|   | I follow staff instructions  | I set and achieve my goals                             | I ask permission to leave any space  |
|   | I encourage, cooperate and include others                            | I know mistakes are good for my learning               | I use my strategies when I have big emotions.  |
|   | I look after and share classroom resources                           | I am ready to learn and try all tasks                  | I pack up and leave areas tidy for others to use   |
|   | I use my manners and speak in a kind way  please thank you excuse me | I challenge myself and try my best  CHALLENGE YOURSELF | I give others space and keep my body and objects to myself  Giving my friends some space |



## MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS

**WE CARE, CREATE, CONNECT**  
 We care about ourselves, others, our learning and our school.  
 We create an environment where we can grow and learn.  
 We connect our actions with outcomes and make good **decisions**.



| School Values<br>COMMUNITY<br>CREATIVITY<br>RESILIENCE<br>RESPECT<br>OPEN-MINDEDNESS<br>INTEGRITY | <b>RESPECT CARE</b>   | <b>PRIDE CREATE</b>   | <b>SAFETY CONNECT</b>   |
|---|---|---|---|
| <b>3-6 Learning Spaces &amp; All Areas</b>  | I use my three levels of voice: <b>thinking, whispering, discussion</b> and know when to stop                 | I have a go even when it is hard and have a positive attitude to learning | I move QQC and use my manners wherever I go  please thank you excuse me                 |
|   | I am an active listener, wait my turn and appreciate other's points of view                                   | I can problem-solve when I am unsure                                      | I follow my technology agreement and take care of school devices                        |
|   | I give and receive feedback and try to improve  | I set goals and reflect on my learning                                    | I return to class quickly and avoid wasting learning time                               |
|   | I follow staff instructions   | I challenge myself and persevere to achieve my goals                      | I show self-control and take responsibility for my actions  I am responsible for... me! |
|   | I work collaboratively and contribute my ideas  | I am responsible for my own learning                                      | I share and use classroom resources appropriately                                       |
|   | I find opportunities to include others in my group  | I see mistakes as an opportunity to learn                                 | I regulate my emotions and know strategies that work best for me                        |
|   | I make positive choices that help me and others to succeed  | I attempt and complete all tasks to the best of my ability                | I pack up and leave areas tidy for others to use  |
|   | I am honest even when there are consequences  INTEGRITY is doing the right thing even when no one is watching | I am independent, organised and ready to learn                            | I ensure the health and safety of myself and others                                     |