



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office on 5829 2490.

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.

Orrvale 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

School Profile

Orrvale Primary School is situated amongst local orchards, 5 km south-east of Shepparton. The school consists of 16 classes (approximately 370 students), 4 specialist teachers, 2 Principal Class, a Wellbeing Leader (leading teacher), a Learning Specialist (Numeracy focus), an Education Support team, student tutoring team and a business manager. The school also has additional support with access to a Koorie Education Support Officer (KESO) as well as a range of specialist supports through School Support Services (SSS) and the regional office (North eastern Victoria).

At Orrvale we enjoy a positive reputation within the Shepparton area. We have all the benefits of a larger primary school in a rural setting in which community involvement is encouraged. A strong family and community atmosphere ensures students and staff are known and valued by each other. We actively prepare students for each successive stage of their education and establish in them a positive foundation for life's future challenges.

We promote a positive culture of learning and collaboration which results in strong partnerships between staff, students and parents. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning environment for every child. We have active parent groups which includes; a committed Parents and Friends Club, School Council and Indigenous community group. These communities assist with the provision of improvements to our facilities as well as an enriched learning environment.

At Orrvale Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners and we strive to provide a supportive, yet challenging environment in which curiosity, innovation, personalised learning and strong personal relationships are highly valued.

We pride ourselves on the emphasis placed on student engagement and wellbeing. Our school is fully committed to the welfare and educational progress of every student. The principles of Emotional Intelligence form the basis of our social and emotional development skills program and underpin the culture of the school. With the expert guidance and training of Yale University's Centre for Emotional Intelligence, Orrvale has become a leader in the implementation of Emotional Intelligence education in a school environment through the RULER program.

We have a whole school curriculum plan with Year level scope and sequence plans for all curriculum domains developed against the Victorian Curriculum. Whole school Numeracy and Literacy instructional models are documented and delivered consistently throughout the school to ensure our priority on maximising student achievement in these two areas.

Whole school planning ensures a systematic approach to policy and program development, evaluation and review, and determines professional development of staff. The weekly timetable is structured so that teams within the school are given shared planning time each week to enable a collaborative team approach which fosters collective efficacy. Weekly Professional Learning Communities (PLCs) meet in small teams each week to focus on a single teaching area to improve teaching and learning outcomes.

The school is proud to be at the forefront with the effective use of current learning technologies and approaches. Modern technologies are used daily in each classroom to engage students in their learning, the 1:1 iPad program for Grade 3-6 students is recognised as a best practice model across the region and Orrvale Primary School has supported many other schools with the implementation of their own iPad programs. Each junior class has access to one iPad between two students.

Orrvale Primary School is an inclusive school. We have a high number of student's from a non-English speaking background as well as approximately 10% of our student population who are identified as Indigenous. We provide appropriate support for students with disabilities as well as other social, emotional and learning challenges.

OUR VISION

At Orrvale Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners, who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners, and we strive to provide a supportive, yet challenging environment in which innovation, personalised learning and the development of high levels of emotional intelligence are our priority.

SCHOOL VALUES

As a school and community, our values strongly influence our decisions, behaviours and procedures. Our core school values are:

- Responsibility
- Respect
- Courage
- Personal Excellence
- Empathy

These values provide the framework for the whole school positive behaviours approach.

ENGAGEMENT STRATEGIES

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

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

Universal

- High and consistent expectations of all staff, students and parents and carers
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing

- Creating a culture that is inclusive, engaging and supportive
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, attitudes to school survey, parent survey data, student management data and school level assessment data
- Tailoring our teaching activities to our student's interests, strengths and aspirations. Specific hands-on engagement programs such as woodworking and maintenance programs are provided for a large number of students.
- Teachers at Orrvale Primary School follow pedagogically based instructional models to deliver literacy and numeracy teaching to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- Teachers at Orrvale 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 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 are provided to support students commencing school as well as moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally during school assemblies and communication to parents
- Student attendance levels are closely monitored and appropriate attendance improvement strategies at a whole-school, cohort and individual level are implemented
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the EI Leaders forums as well as year level and class meetings. Students are also encouraged to speak with their teachers, Wellbeing Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Wellbeing Leader, 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
- Regular opportunities are created for cross—age connections amongst students through, house sports, multi age days and the school buddies program.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - RULER
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - Buddy Program
- Students can participate in structured weekend sport through our soccer, netball and football teams as well as opportunities to try out for zone and regional representation.
- We provide structured lunchtime activities including arts and crafts, music, drama, sport, ICT, yoga, Lego and games.

- A breakfast Club program is offered each morning from 8.30 -8.50 am for students to access a free breakfast or snack.

Targeted

- The school Wellbeing leader is responsible to monitor the health and wellbeing of students throughout the school and act as a point of contact for students who may need additional support
- All Koorie identified students will have an Individual Education Plan (IEP) completed at the start of the year as well as access to the school's Koorie Engagement Support Officer (KESO)
- All students in Out of Home Care will be case managed by the Wellbeing leader who will facilitate the development or annual review of an Educational Needs Assessment and IEP.
- All students who with identified learning, social or emotional needs will have an Individual Education Plan (IEP) plan established in Term one.
- Targeted programs will be run for groups of students and families to address specific needs, for example CASEA – emotional regulation (delivered by CAMHS), Secret Agent Society, Drumbeat.

Individual

- Student Support Group meetings (SSGs) are conducted each term for students eligible for the PSD program (program for students with disabilities) as well as other students with specific needs.
- Behaviour Support Plans are developed to assist students who need support to manage appropriate behaviour at school
- Students identified as having additional needs will be referred to the school Wellbeing leader to access appropriate support such as;
 - School Support services (SSS)
 - Referral to allied health professionals and other professionals for assessment
 - Application for the Program for Students with Disabilities (PSD)
 - Facilitation of a Student Support group meeting (SSG)
 - Referral to appropriate external supports such as youth and family services, headspace, child and adolescent mental health services (CAMHS) or ChildFirst
 - Re-engagement programs such as Navigator

Identifying individual students who require support

Orrvale 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 that help identify students in need of support and enhance student wellbeing. We 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

Individual Education Plans (IEP's)

IEPs are developed to identify the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students. All students identified as being Tier 3 at Orrvale Primary school will have an IEP established and reviewed throughout the school year.

Identifying support needs and IEP's

Student support needs are classified using the following Tier rating:

Tier 1 – No significant additional supports required.

Tier 2 – Targeted supports required for students with some risk factors, e.g Literacy and numeracy support, social, emotional and behaviour regulation, as well as all Indigenous students. IEPs may be required for Tier 2 students which are to be established in term one and reviewed in term three.

Tier 3 – Tier 3 students require intensive, individualised support to address their learning needs. Includes students with diagnosed disabilities as well as other significant social, emotional and learning barriers. All Tier 3 students require an IEP which are to be reviewed at least once a semester (minimum requirement for students in the PSD program is an SSG meeting once per term).

Which students require an IEP?

IEPs are required for:

- students in statutory Out-of-home care (OOHC)
- Koorie students
- Students supported under the Program for Students with Disabilities (PSD).
- Students classified as being Tier 3

IEPs are highly recommended for:

- Students with additional needs
- Students not achieving to their potential.
- Students at risk of disengagement.

Behaviour support plans

Behaviour Support Plans will be developed for students that require additional support and strategies to support their behaviour at school.

Student support group meetings (SSG'S)

SSG meetings are facilitated by the Wellbeing leader and includes the establishment and/or review of the students IEP. All students on the PSD program require an SSG meeting once a term. All other Tier 3 students will have at least two SSG meetings during the year.

SSG meetings for Tier 3 students should include: a principal nominee, parents/carers, classroom teacher, education support and intervention staff, allied health professionals such occupational therapist, speech therapist and psychologist, School Support Services (SSS). Students should attend the SSG meetings if deemed appropriate.

IEP development and review for **Tier 2** students are facilitated by the classroom teacher. Knowledgeable others from within the school will be involved in the development and review of IEPs as required.

The IEPs are to be established in term one and reviewed in term 3 (additional IEP review and SSG meetings are to be scheduled as required).

Intervention Programs

Students are referred to school Intervention programs to assist with the achievement of goals identified in their IEPs. Examples of intervention programs include:

Learning support:

- Levelled Literacy Intervention (LLI)
- Numeracy Intervention (EMU)

Social/Emotional/Behavioural support

- Drumbeat
- Secret Agent Society

Practical/hands on learning, engagement programs

- Project and maintenance work
- Woodwork program

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 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.

Student behavioural expectations

At Orrvale PS our guiding principles around behaviour management is the adherence to our school values and the development of effective Emotional Intelligence (EI) skills through the use of the RULER anchors and other explicit EI teaching opportunities.

EI skills development are supported through a restorative approach to behaviour management. Where practicable the consequence should fit the behaviour. Such consequences should follow a restorative conversation aimed at enabling the student to understand the behaviour and their responsibility to work towards a positive outcome and learning experience. Examples of restorative consequences include:

- staying in for a part for recess to have a restorative conversation
- cleaning up areas that have been left untidy
- completing and reading an apology letter
- staying in for part of recess to complete work that hasn't been completed satisfactorily
- Completing a Blue Print form

When a student acts in breach of the behaviour standards of our school community, Orrvale 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- 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:

- <http://www2.education.vic.gov.au/pal/suspensions/policy>
- <http://www2.education.vic.gov.au/pal/expulsions/policy>
- <http://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 Orrvale 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.

Procedures for managing student behaviour within the classroom

At the start of the school year each class will develop their own class charter. This charter will include the feelings that the class would like to experience at school, behaviours that support these feelings and consequences for failing to act in accordance with the class charter.

The following is the agreed whole school approach to behaviour that doesn't meet the standards of the class charter or school values.

Step 1 – determined by the class teacher, e.g verbal/non-verbal warning. Possible restorative action.

Step 2 – determined by the class teacher, e.g time out in the classroom. Possible restorative action.

*Step 3 – removal to another classroom to complete a Blueprint before returning to class. Parents notified. **Compass Action: Attitude/Behaviour – Behaviour in class.***

All classrooms will have a reflection area for students stop complete a blueprint or other reflective or calming activity.

*Step 4 – removal to the office. Parents notified (by Phone – class teacher or leadership member). **Compass action: Attitude/Behaviour – Behaviour in class***

It is critical that a reflective and restorative conversation takes place with the student at an opportune time.

Procedures for managing student behaviour outside the classroom

Supervising staff are responsible for monitoring and guiding behavioural standards while supervising yard duty, drop off and pick up to and from school as well as during lunch time activities, camps and excursions and when moving about the school grounds during transitions.

Students not following the school rules will be followed up as soon as practicable. All interactions with students addressing inappropriate behaviour in the yard, or away from the classroom, should commence with a reflective and restorative conversation, and if required, followed by a restorative consequence. Examples of suitable consequences include:

- Students asked to pick up papers in the yard, general cleaning such as sweeping an area
- Student asked to walk with the teacher on duty and have a restorative conversation
- If swearing is heard or notified by other students, remind the student of the school rules and values, ask what caused the swearing and what could be a better response
- Direct a student to play away from particular student/s

No more than half of the designated recess time is to be allocated for an appropriate strategy/consequence.

High level behaviour such as physical fighting or failing to follow a teachers direction will result in the student being sent directly to the office. **Compass action: Attitude/Behaviour - Behaviour in the yard Phone call to parents.**

Where practicable, the supervising teacher who has initially dealt with the inappropriate behaviour will follow up the matter. The Principal and Wellbeing leader will provide classroom coverage to allow this to occur.

Leadership roles in dealing with student behaviour issues:

Principal – teacher support, following up serious incidents with parents, following suspension and expulsion processes, documenting incidents in Compass.

Assistant Principal – back up to the Principal and Wellbeing Leader

Wellbeing Leader – teacher support, student counselling, documenting serious issues on Compass, following up with parents, facilitation of family meetings, SSGs and behaviour management plans.

School values positive behaviours

School values positive behaviours are highlighted throughout the school on a regular basis. The following matrix identifies examples of positive student behaviours that align with the school values.

Respect	<ul style="list-style-type: none">• Being a good sport• Caring for the environment• Cooperating and taking turns• Listening to the teacher and classmates
Responsibility	<ul style="list-style-type: none">• Helping to solve a problem• Being organised for work• Showing initiative
Empathy	<ul style="list-style-type: none">• Being a good friend• Caring for others• Being patient• Helping someone out when they need it
Courage	<ul style="list-style-type: none">• Making a strong choice• Overcoming a fear such as talking in front of a group• Doing your best with a piece of difficult work• Admitting mistakes
Personal Excellence	<ul style="list-style-type: none">• Completing all of your school work to the best of your ability• Doing something extra to improve• Learning from a mistake you have made

School staff will award 10 house points in Compass when a positive behaviour has been recognised.

Compass action: Emotional Intelligence, EI Positive behaviours

Each fortnight the leading positive behaviour house will be recognised at the weekly assembly and the leading house at the end of the year will receive the school values cup/trophy.

Engaging with families

Orrvale Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff, supported by our 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 education plans for students.

Evaluation

Orrvale 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
- Individual Education Plans and Behaviour Management Plans
- Compass wellbeing data
- CASES21
- SOCS

COMMUNICATION

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

- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request
- SOCS
- CASES21

FURTHER INFORMATION AND RESOURCES

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

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

RELATED SCHOOL POLICIES

- ***Bullying and harassment policy***
- ***Student Attendance Policy***
- ***Teaching and Learning Policy***
- ***Child Safe Policy***

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	May 2025