

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Lucas 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

Lucas Primary School is a new primary school situated in the suburb of Lucas, west of Ballarat's central business district. The school opened in Term 1, 2020. The school provides an exciting new educational opportunity for all its students, staff and families with state of the art facilities including two large learning communities, a Performing Arts and Physical Education facility, Specialist Pavilion and administration building. The school has been master planned to allow for a peak enrolment of 475 students. Enrolments will be drawn from the Lucas, Alfredton and Cardigan areas.

Classes will be organised into four learning communities - Prep, Grade 1/2, Grade 3/4 and Grade 5/6. Teachers will work in collaborative, professional learning communities (PLCs) to plan and implement a differentiated teaching and learning program that caters for the individual learning needs of all students. The school's Instructional Model incorporating formative assessment practices and the High Impact Teaching Strategies (HITS) will provide the framework for high quality teaching and learning. A strong focus will be placed on the core areas of literacy and numeracy. A highly engaging specialist program incorporating Physical

Education, Performing Arts, Visual Arts and Japanese will further enhance the learning opportunities for students.

2. School vision, mission and values

The school's vision is to empower all students to achieve their best, promoting high quality learning and teaching and excellence in all areas.

We provide an engaging and challenging curriculum that caters for the needs of all learners within a positive, inclusive and supportive learning community. Our aim is for all students to develop the knowledge, skills and attributes to achieve success in learning and life. We value and promote strong home-school partnerships and connections with the wider community.

Our values are respect, responsibility, excellence and growth.

3. Engagement strategies

Lucas 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 school), targeted (year group specific) and individual strategies used by our school are included below:

Whole school strategies include:

- high and consistent expectations of all staff, students and parents and carers
- prioritising 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
- using an instructional model to ensure an explicit, consistent model of instruction that is evidenced-based, incorporating high impact teaching strategies (HITS)
- providing a broad curriculum incorporating specialist programs and extracurricular opportunities
- utilising formative assessment including goal setting to promote student agency in their learning
- planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in classrooms, and formally in school assemblies, newsletters and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school and individual level
- creating opportunities for cross-age connections
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships and Restorative Practices.

Targeted/ Individual strategies include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with a student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan

- ensuring ILPs and regular Student Support Group (SSG) meetings for PSD (Program for Students with Disabilities) students, Koorie students, students in Out of Home Care and students with complex needs that require ongoing support and monitoring.
- referring students to Student Support Services and/or appropriate external supports (ie allied health professionals, ChildFirst)

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

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

4. Identifying students in need of support

Lucas Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Lucas 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*
- *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:

- work in a safe and secure environment, without intimidation, bullying or harassment
- be able to learn and play without interruption or interference
- be treated with care, respect and fairness and to be valued as an individual
- have access to quality teaching and learning programs
- participate fully in the school's educational program

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 rights of others

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, in accordance with the Lucas Primary School's Bullying Prevention Policy.

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

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. Engaging with families

Lucas 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
- 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 through School Council and feedback opportunities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students
- facilitating whole school events and celebrations and actively inviting families to attend and be involved

8. Evaluation

Lucas 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
- incident data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy

REVIEW CYCLE

This policy was last updated in July 2019, and is scheduled for review in term 2, 2020.