



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.

Ranfurly 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

Ranfurly Primary School have developed the philosophy of being a 'Stronger Smarter School' to work with our community in partnership to successfully educate our students. As a Stronger Smarter School we promote the ability for our community to be 'strong in the heart' and 'Smart in the head'. Through a clear culture of 'High Expectations Relationships' for all, our school is highly motivated, and has a focused environment where children are happy and highly engaged in learning. Our school has a culture of individualising student learning through rigorous data tracking and planning for the next step. In our school you will see that children are the most important factor that we consider.

Ranfurly Primary School was established in 1983 and is located in the city of Mildura within the boundary of Mildura Rural City Council. The Prep – Grade 6 school is approximately 543 kilometres north of

Melbourne. The original main building was architecturally designed and built for ten classrooms. After opening, portable classrooms were added with shared spaces built in between. The school has a Gymnasium that is utilised for community use; Visual Art room; Performing Art room; Library, Canteen and Staffroom. A new building was built in 1993 and encompasses a 6-classroom building that also includes Wellbeing Hub and Breakfast Club areas.

Our school is culturally diverse with many families having a language background other than English. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community. Overall our school in the last few years have had approximately 390 students each year.

The attractive and well-maintained landscaped grounds cover an area of approximately three and a half hectares with a frontage to Ontario Avenue and are fully landscaped and irrigated. The grounds comprise of playing and sporting fields, , two basketball/netball courts with multiple markings and a track in *Tiger Turf* brightens up the outdoor spaces. A shaded area with a large sandpit, tables and seating has been established for students who wish to engage in passive play. A staff car park, five adventure playgrounds, concrete play area and additional shade areas have been provided. The southern boundary adjoins Walnut Park, a two hectare community parkland developed by Mildura Rural City Council. Most students that attend our school live locally and tend to walk or ride their bike to school.

Ranfurly Primary School offers comprehensive teaching and learning programs based around the Victorian Curriculum. Improved standards in literacy and numeracy and a continued emphasis on student and staff wellbeing are our ongoing priorities. There are 19 classes with a staffing profile of the school having a mix of graduates, accomplished and expert teachers. Specialist programs operate in visual arts, music/performing arts, physical education and literacy acceleration are provided.

The explicit teaching of Meta Cognition skills has been introduced as an integral part of all curriculum delivery, and a variety of thinking tools and strategies are utilized throughout the teaching and learning program. Children are being taught about how they learn, so that they understand that learning is a process that they can use to improve their own lives now and in the future.

The *You Can Do It* Program forms a solid foundation for our comprehensive social competencies education, and special leadership programs such as *Leaders of Evolution* equip senior students for the vital role they play within the leadership structure of the school. Each term we have a major emphasis on one of the *You Can Do It* keys.

The modern permanent buildings are designed in such a way that allows flexible teaching groups to be utilised when appropriate. The modern, well equipped Library is the focal centre of the school as both a learning and resource centre. A gymnasium and canteen complement the other facilities. All classroom have interactive boards/ tv's to support learning. All students in Years 3- 6 have individual access to Net Books while classes from Prep to Grade 4 have access to a trollies of ACER Notebooks Books and iPads.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Our modern classrooms are diverse and rich with children from all experiences who thrive on unique curious learning time and student voice in learning with programs such as *Curious Time* in grade 4 and the popular *Flexible Learning Interest Programming* (FLIP) for grades 5/6 .

Our community is welcoming and supportive with a genuine desire to foster an active partnership between parents, students and staff to support the learning needs of all students. The School Council and Parents' Club are very active and support the wide range of programs offered at the school and there is

an emphasis on parental involvement and family activities. The school motto is RESPECT for others, PRIDE in ourselves and SAFETY for all and this provides the basis for all aspects of student conduct.

2. School values, philosophy and vision

Ranfurly Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is we treat each other with respect, take responsibility for our learning and behaviour, and strive for excellence in a safe and inclusive school.

Ranfurly Primary School's mission is to provide all students with the best possible foundation in life through a well-rounded education.

Ranfurly Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum, both academic and social. Students are Strong in the heart and Smart in the head.

Ranfurly Primary School's values are **RESPECT PRIDE SAFETY**

Respect – Each child must learn to work in a group – respecting the rights, feelings, property and esteem of others.

Pride – Each child is very special and each must develop a sense of pride in themselves, their families, their school and community.

Safety – Each child should develop an atmosphere of security in which their physical, emotional and social well-being is protected and nurtured above all else.

Our Statement of Values is available online at on our School's website or in the 'School Documentation' section on Compass.

3. Engagement strategies

Ranfurly 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*
- *teachers at Ranfurly Primary School use an 'Ranfurly Good Lesson' 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 Ranfurly 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 have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, 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*
 - *You Can Do It*
- *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 Year Coordinator (a senior teacher responsible for their year) who monitors 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*
- *Ranfurly Primary School assists students to plan their Year 10 work experience, supported by their Career Action Plan*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

- *Student Support Groups*
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Navigator*
- *Lookout*

Ranfurly 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/carer 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 Ranfurly Primary School 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 ChildFirst*
 - *Re-engagement programs such as Navigator*

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

Ranfurly 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. Ranfurly 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*
- *Navigator*

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

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

When a student acts in breach of the behaviour standards of our school community, Ranfurly 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:

- *Remind, Warn, Act*
- *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 reviews*
- *suspension*
- *expulsion*

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

Ranfurly 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 plans for students.

8. Evaluation

Ranfurly 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

FURTHER INFORMATION AND RESOURCES

Related policies including *Statement of Values and School Philosophy, Bullying Prevention and Child Safe Standards*.

REVIEW CYCLE

This policy was last updated on **27 June 2019** and is scheduled for review in June 2020.