

**Help for non-English speakers**

If you need help to understand the information in this policy please contact the school office by phoning 03 9786 5197 or emailing Seaford.park.ps@education.vic.gov.au.

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.

Seaford Park 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

SCHOOL PROFILE

Seaford Park Primary School is nestled between a residential and green wedge between the Peninsula Link to the west and Frankston-Dandenong Road to the east. Most students are from the local area but also come from surrounding districts. The 2022 enrolment is 172 and the Student Family Occupation and Education Index 0.53 (high).

The school underwent a major building project during 2017 and opened in March 2018 as a completely new permanent building with a unique architecturally designed layout. Further landscaping to enhance the appealing and spacious grounds included extensive pathways, planting of trees and bushes and a new basketball court that complemented the indoor-outdoor learning spaces. All learning areas flow from a spacious central community space and have been purpose built to support teachers to work in a collaborative fashion in order to best meet the needs of our students. In 2021, an indigenous garden was installed at the front of the school and an additional shade sail was installed to connect the portable building to the main school.

Our school is located in the Northern Peninsula Network, Bayside Peninsula Area in the South-Eastern Victoria region. Our zone is primarily made up of industrial areas and 84% of our students live outside of our zone. In 2022, we have 172 students (80

female and 92 male; 47:53) enrolled across 8 classrooms (1 Prep, 3 composite 1/2s, 2 composite 3/4s, 2 composite 5/6s). There are 6 Specialist subjects - Physical Education, Visual Arts, Performing Arts, Indonesian, Biological Science (Gardening) and STEM. Our staffing profile is made up of 18.11FTE: 13.9FTE teachers, consisting of 2.0FTE principal class officers (1 principal and 1 assistant principal) and 11.9FTE teachers (2.0FTE learning specialists, 6.1FTE classroom teacher 2, 4.8FTE classroom teacher 1), and 4.19FTE education support officers (1.0FTE business manager, 0.8FTE admin officer, 0.08FTE maintenance support officer and 2.31FTE integration aides). We have 3 children from 'EAL' backgrounds, 3 aboriginal students and 6 students in receipt of funding through the Program for Students with Disabilities. We have no international students enrolled.

The staff of Seaford Park Primary School are committed to improving student outcomes through increasing curriculum engagement. We are building our practices around School Wide Positive Behaviour Supports (SWPBS) and the focus of our learning specialist is on coaching and mentoring in order to build consistency. We also have two teachers training as Mathematics learning specialists through the Primary Maths and Science Specialists initiative and a learning specialist for English. The whole teaching staff meet once per week as a professional learning community to build our teacher capacity based on the strengths and needs of our students and teachers meet separately in their junior, senior and specialist PLCs to refine their work. We have a whole-school data wall focused on student progress against the Victorian Curriculum. Finally, we have a learning enhancement tutor for Maths and another for English, and two discrete whole-school enhancement sessions scheduled every day: English and Maths.

In 2022, the focus of our PLC work is on Mathematics, and we have structured the timetable to include a 20-minute English Enhancement session every morning from 9am and a 20-minute Mathematics Enhancement session from 11:20am. During these sessions, each grade works on a specific set of agreed skills with the support of all teaching and integration staff, including the principal, assistant principal and specialist teachers.

Student Wellbeing and Engagement Policy

Students participate weekly in Performing Arts, Visual Arts, Physical Education and Indonesian lessons. The Junior School also attend weekly Biological Science (Gardening) lessons and the seniors attend STEM.

Seaford Park Primary School has identified the need to focus on social competencies to develop the whole individual. We implement the Zones of Regulation that explicitly teach children the tools that they need to assist them to identify and regulate their emotions to be ready to learn. We have a strong wellbeing support team including a clinical psychologist and mental health social worker.

We have close links with local kindergartens and provide a preschool to Foundation transition program to welcome and prepare students for their primary school life. The school develops partnerships with a range of organisations and businesses. Our positive partnership with the Ardoch Foundation provides us with volunteers and program support. We value our local community that provides us with support in a range of key areas.

Seaford Park Primary School believes that each student has the ability to learn and this is fostered in a positive, caring and engaging environment. Seaford Park Primary School has high expectations of our students, and we strive for continual improvement.

SCHOOL VALUES, PHILOSOPHY AND VISION



Our learners are at the centre of our actions, decisions and interactions. We celebrate diversity and embrace the social nature of learning within a culture of high expectations.

Our vision for contemporary learning at Seaford Park Primary School is for all members of the school community to collaborate and learn together to achieve quality-learning outcomes for all students within a culture of high expectations.

Our students are articulate independent, confident and motivated learners who co-construct learning experiences with their teachers. They demonstrate curiosity and work actively to achieve personal goals. All student and teacher resources are respected, shared and regularly updated to meet current and future learning requirements. Our students embrace change and the opportunities that it brings and use technology wisely to enrich and express their learning. They know that their voices are heard and have multiple opportunities to be heard within their learning spaces. Our learners are active contributors as global citizens.

Teachers model and develop student's critical, creative and higher order thinking skills. We encourage our students to explore and contribute their creative skills in a variety of co-curricular activities in areas like the Arts, Gardening and developing a sustainable environment.

Every team member is clear about their role, has a deep understanding of their students, is committed to professional learning and values feedback and peer coaching. Student teachers are welcomed into our learning spaces and are encouraged to learn with us and share new insights into educational practice.

Teachers reflect on their teaching practices and use a variety of data to understand and plan for continuous improvement of learning outcomes for all students.

We maintain a strong learning focus through shared learning intentions and success criteria and our students learn to monitor their learning journey, know the next learning steps required and celebrate their achievements.

Seaford Park students experience personalised, differentiated learning and have an understanding of the interconnection of concepts, which are linked to their prior knowledge and life experiences. Through Inquiry based learning students develop their understanding of the world through investigation and authentic action.

In our rich learning spaces, every team member shares responsibility for our students and work with support staff that are part of our inclusive teams. The wellbeing of our children is nurtured through our use of evidence based, supportive and collaborative practices that enable our children to be resilient learners in a digital age.

ENGAGEMENT STRATEGIES

Seaford Park 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 are included below:

Universal

- high and consistent expectations of all staff, students and parents and carers developed through our School Wide Positive Behaviour Support Team
- 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
- deliver a broad curriculum, tailored to students' interests, strengths and aspirations
- teachers at Seaford Park Primary School use a Professional Learning Community instructional framework to develop an explicit, common and shared

model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- teachers at Seaford Park Primary School adopt a broad range of teaching and assessment approaches, as agreed as a PLC, 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, formally in school assemblies and communicated 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 Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, assistant principal and principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics, music programs and buddy programs
- all students are welcome to self-refer to the assistant principal and principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- Respectful Relationships is included in the curriculum at every year level
- programs, incursions and excursions developed to address issue specific behaviour (i.e. peer relationships)
- opportunities for student inclusion (i.e. recess and lunchtime activities)

Targeted

Below are the more specific strategies, designed to address particular concerns in certain age groups or friendship circles.

- The assistant principal is responsible for supporting classroom teachers to monitor and support wellbeing among our students from Prep – Year 6. Regular wellbeing support meetings are organised with the Student Support Services key contact
- All Koorie students are connected with a Koorie Engagement Support Officer who is invited to termly SSG meetings
- All students in out-of-home-care are appointed a learning mentor, have an individual learning plan (IEP), termly student support group (SSG) meetings and are referred to Student Support Services for an educational needs assessment
- Staff apply a trauma-informed approach to working with students who have experienced trauma
- SSG meetings are convened at least termly to support students in receipt of PSD funding. In addition, students with additional needs are supported on a case by case basis.
- All students have a 'home room' class teacher who monitors the health and wellbeing of the students in their class, and act as a point of contact for students who may need additional support.
- Staff conduct detailed handovers as part of the whole school transition process. They discuss students' individual learning needs, how they learn best, their strengths and areas for growth based on data and evidence of learning.

Individual

Our school has student specific strategies that may be considered and applied on a case-by-case basis. For example

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)

- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- referral to Orange Door or Headspace

Referrals are coordinated by the assistant principal who also supports classroom teachers and integration aides to:

- build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meet with student and their parent/carer to talk about how best to help the student engage with school
- develop an individual learning plan and/or a behaviour support plan
- consider if any environmental changes need to be made, for example changing the classroom set up or setting up a revised timetable

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 a disability
 - in out-of-home-care
 - of Koorie heritage
 - with other complex needs that require ongoing support and monitoring.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Seaford Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing and Engagement Subcommittee plays a significant role in developing and implementing strategies that help to identify students in need of support and enhance student wellbeing. Seaford Park 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

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.

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

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 Seaford Park Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Seaford Park Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour, such as explicitly reteaching skills and providing individualised behaviour plans, before considering disciplinary measures.

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 and reminding the students of expectations and explicitly teaching appropriate behaviour that align with our school values.
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour

- withdrawal of privileges
- referral to a senior team member
- 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:

- <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 Seaford Park 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.

At Seaford Park PS student engagement, regular attendance and appropriate behaviours are expected through the implementation of whole-school strategies supported by targeted and individualised support when required including:

- Whole school use of Restorative Practices including Circle Time techniques
- Following guidelines in our Student Engagement and Wellbeing Policy, Codes of Conduct Policy and Student Engagement Policy.
- Open and regular communication with parents/carers promoting regular attendance, connections between home and school and involvement with the above policies through the newsletter, information packs, parent teacher dialogue, School Council briefings etc.

- Promotion of positive student behaviours through awards that focus on students enacting the school values, phone call to parents and Compass posts to parents.
- Absences and students who are consistently late to school are supported via parent meetings and the offer of referral services to assist families.
- Students who have specific needs are monitored closely and student support group meetings, individual educational plans and targeted programs are used to support them as required.

At Seaford Park Primary School our students are expected to behave in a responsible and cooperative way through the following strategies:

- Establishing fair and democratic guidelines in classrooms (class norms) and the playground
- Establishing fair and consistent behaviour consequences for all students
- Teaching social skills to develop self-esteem, tolerance and respect for others
- Implementing school-wide positive and educative support strategies
- Providing individual learning and behaviour support plans for children who exhibit difficulties modulating their behaviour.
- Explicit teaching of organised and responsible play
- Involvement of parents before children's behaviour becomes more serious or consistent.

Inappropriate behaviours including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data-based focus. This includes:

- Establishing positive relationships with the student
- Establishing positive relationships with the parents/carers
- Establishing a positive relationship with another adult in the school such as the assistant principal and include buddy work, mentoring, counselling, student support group meetings as appropriate.
- Discuss referrals and taking action at the wellbeing meetings with SSSOs

Seaford Park 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 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.

EVALUATION

Seaford Park 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

Seaford Park 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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

FURTHER INFORMATION AND RESOURCES

Policy last reviewed	Term 1, 2022
Consultation	Junior School Council Parent Community School Improvement Team School Council
Approved by	Principal
Next scheduled review date	Term 1, 2024