

Newport Gardens Primary School

STUDENT ENGAGEMENT AND INCLUSION POLICY



This policy reflects the DET Student Engagement and Inclusion Guide and was produced in consultation with the school community

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Principal: Simon McGlade

School Council President: Emma Driscoll

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1. School profile:

Newport Gardens Primary School is located in the inner western suburbs of Melbourne, on the corner of Maddox Road and Woods Street, in Newport Victoria. This site is shared with the Newport Gardens Early Years Centre, with the centre working in partnership with, but operating independently from the school. This partnership provides birth through to grade 6 learning facilities for our community. Newport as a suburb, has become gentrified over the past decade, which is reflected in the school's Family Occupation Index, which in 2016 was 0.3011 down from 0.4600 in 2011. Our school facilities were built through a combination of federal grants through the Building the Education Revolution program, and state government funding, resulting in a complete rebuild of the school in 2011. The new facilities provide the school with a fully functioning library, art room with kiln, administration block including offices, conference and meeting rooms, gymnasium, stage, student kitchen and garden, science lab as well as 14 permanent classrooms and currently 10 portable classrooms. Our expansive grounds comprise of a full sized soccer pitch, football oval, softball diamond, basketball court, large sandpit, synthetic play areas and three developmental playgrounds.

Our school population has grown steadily across the past seven years by approximately 60 students per year. Continuing this upward trend, our confirmed enrolment for 2017 was 487 students. We employ 36 staff comprising 26.80 EFT classroom teachers, 6.3 EFT Education Support Staff, 1 Leading Teacher, 1 Acting Leading Teacher and 2 EFT Principal Class Employees. Our school population consists of students from 16 different language background other than English, which equates to 11% of the school population. In addition, 4 students identify as being Aboriginal or Torres Strait Islander and 8 students are currently on our Program for Students with Disabilities.

In 2017, our school comprised 22 classrooms from years P-6 organised in straight year levels. This included four classes of foundation, grade 1, grade 2 and grade 3, and two classes of grades 4, 5 and 6. All of these grades operate in team teaching environments. Each 'Professional Learning Team' (PLT) is led by a Team Leader who oversees curriculum planning and monitoring of student achievement and Team Leaders form part of the School Improvement Team. Our school implements the Victorian Curriculum with a whole school approach to the explicit teaching of English and Mathematics. All other learning areas and capabilities are taught through a 21st century inquiry-based approach. We provide specialist subjects to all students in Physical Education, Visual and Performing Arts, Japanese, Science and Technology, as well as Sport Education for students from grades 3-6. Levelled Literacy Intervention (LLI) and phonological awareness support is available for students identified through assessment data to assist with language acquisition.

A strong values based education program is implemented where all students take part in multi-age learning opportunities on a fortnightly basis. We have a strong student voice program including Junior School Council, House Captains, School Captains and Vice-Captains and a Young Leader Program for all students in grade 6. The school employs a Student Welfare Coordinator to support student engagement, and to coordinate the Program for Students with Disabilities. In addition, we also engage a speech therapist one day per week for students requiring additional support in this area.

2. School values, philosophy and vision

Our Mission Statement:

Newport Gardens Primary School will create a nurturing and inclusive community, with a focus on the continual improvement and growth of all students, to become 21st century global citizens.

Our vision:

Nurturing Our Future

Our values:

Aspire to Improve, Include and Grow. *See Appendix 1.*

The school's vision of 'Nurturing Our Future' was created when the former two schools merged in 2009. In 2012, the school community collaborated to create three driving values that would bring the vision to life and bind the school community. These three core values are continual: Improvement, Inclusion and Growth. These values are supported by a matrix of preferred behaviours for: our school in general; our shared spaces; our learning communities, and for when we are outside.

Since the introduction of our school values, and the heightened awareness of our school vision, our school community has come to embed these successfully to the point where they form the cornerstone of how our school communicates about teaching and learning, social development, achievement and aspirational growth. These values are lived by our staff and students in everyday practice by using them to establish our Learning to Learn program at the beginning of each year where teachers and students work together to determine how their learning community will operate within the broad framework of the values and vision.

The values and vision are displayed prominently in each learning community and are used as the basis for discussion when celebrating student achievement or behaviour in our school awards, and form the framework we use when discussing issues with students and their respective families. We actively use the values when reporting to parents each June and December in the 'Learning Community' page of our student reports where we comment on students' emotional and social development. In addition, our Parent, Student and Staff Codes of Conduct are each formulated around the three core values.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. 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. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. The key improvement strategies of the strategic plan ensures each student: feels connected to their environment (Included); have the desire to challenge themselves to become a successful 21st century citizen (Improvement); and develops a strong moral compass, understanding the challenges they and others feel and how they could develop as a whole person (Growth).

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information, *see Appendix 2 and 3.*

3. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will provide the processes and the commitment to promote gender equality and respectful relationships in the school and broader school community.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

4. Engagement Strategies

At Newport Gardens Primary School, we believe in creating an inclusive school environment that is nurturing and forward thinking and is a place where students feel safe, valued and listened to. This approach is reflected in our school vision and guiding principles, which form the basis of our decisions and help us to positively shape our school environment to ensure we reflect this. For us to achieve our vision, we have put in place a series of structures, programs and processes designed to promote student engagement, improve student attendance and enhance student connectedness. These include:

Universal Structures:

- Establishing learning communities across all teams at the school where teams of teachers assume collective responsibility for the planning and assessment, teaching and learning, and social and emotional development of all students in a cohort;
- Teaching and learning facilities that are designed to promote flexible teaching approaches, interaction and collaboration between various student groupings and wireless access across the school for the use of ICT in all areas;
- A distributive, parallel leadership model that harnesses the strength and expertise of all staff across any given team;
- Consistent and aligned curriculum and assessment documents used throughout the school;
- A Leading Teacher with the role of Student Engagement and/or Welfare Coordinator creating links with DET and external student services.
- Providing Individual Learning Plans (ILPs), Behaviour Management Plans (BMPs) and Student Support Groups for students deemed at risk;
- Having specific and well-equipped teaching and learning spaces for our specialist programs in our gymnasium,

stage, art room, library and Japanese room;

- Acknowledging the vital part parents and the community play in educating our students and providing them with multiple points of access for information through our school website, Compass Parent Portal, weekly newsletters, Learning Community Newsletters, parent information nights and parent teacher interviews;
- Providing opportunities for parental involvement in the development of school policies and other relevant school based processes that directly impact upon them or their child/ren; and
- Whole-school approach to explicitly teaching the school's values and expectations.

Targeted Programs:

- A comprehensive Program for Students with Disabilities managed by the Student Welfare Coordinator encompassing Student Support Group meetings, Education Support Staff allocation, communication processes for allied health and medical practitioners and student counselling procedures;
- A comprehensive transition program encompassing all transition points i.e. K-P, P-1, 2-3, 4-5 & 6-7. This transition program has provision for additional transition for students with special needs or deemed at risk;
- A 1:1 Netbook program for students in grade 4-6. This program provides each child with a device for them to use to enhance their understanding of a variety of curriculum areas using ICT to facilitate this;
- The development of a 21st-century approach to inquiry learning that promotes fluencies in creativity, media, solutions, collaborations and information.
- A strong student leadership program that includes:
 - The selection of one male and one female School Captain and Vice Captain at the commencement of the school year;
 - Electing two Junior School Councillors from grade 3, 4, 5, and 6 to represent the students;
 - A Houses program where House Captains are selected and House points awarded;
 - A buddy program between the Senior School students and Prep students.
- Timetabled Multi-age learning sessions where mixed student cohort groupings are established and students are actively and explicitly taught the school expectations and values.
- The school values and expectations taught throughout the curriculum and specifically highlighted in planning documents;
- A comprehensive induction program for new staff spanning their first 6 months at the school to ensure new staff are aware of the needs of specific children and the processes, structures and programs that are in place to support them; *See Appendix 4*
- Access to appropriate support from allied health professionals, where appropriate, through the Students Welfare Coordinator program, providing students experiencing difficulties at school an opportunity to be supported and guided through this difficult time;
- Specialised lunchtime activities clubs utilising, for example the library, art room, science room, Japanese room and gymnasium for students wishing to participate, giving students an opportunity to become part of events and activities creatively, academically and physically; and
- Providing both before-school and after-school care everyday through an outsourced agency, Outside School Hours Care (OSH Club).

Individualised Processes:

- The use of Compass as the school management database, which keeps accurate records of each students in welfare including allied health reports, student achievement data, achievements, student reports and general information;
- Documented procedures for office referrals, detentions, suspensions and expulsions should they occur; *See Appendix 5*
- Documented procedures for school-wide staged response to inappropriate behaviours, including Behaviour Management Plans, Individual Learning Plans, Student Support Groups, student counselling and an altered or negotiated curriculum; *See Appendix 6,7,8* for, I.L.P. sample, B.M.P. sample, SSG minutes sample.

- A school-wide and staged approach to address the issue of high student absenteeism, inconsistent attendance or lateness; *See Appendix 9*
- Documented processes for referrals to the DEECD Student Support Staff Officers (SSSOs) through the Student Welfare Coordinator; *See Appendix 10*
- A documented Grievance Policy for parents who wish to raise issues with the school that is solution focused and operates in a no blame environment; *See Appendix 11*

5. Identifying individual students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

6. Behavioural expectations

All members (students, staff and parents) of Newport Gardens Primary School have the right to fully participate in an educational environment that is supportive, inclusive and safe. Everyone deserves to be treated with fairness, equity and dignity as per the Victorian Charter of Human Rights and Responsibilities Act 2006.

At Newport Gardens Primary School our school values and expectations have been developed in conjunction with the staff, parents and students. Our values document highlights to the community the values we expect from our staff, students and parents as we work in partnership to achieve the highest outcomes for our students. This document, however, is also a strong reflection of how we teach at Newport Gardens, how we approach student learning, the manner in which we forge strong relationships amongst all stakeholders and, finally, the basis of how we address inappropriate behaviour. To complement these values and expectations, the school has developed codes of conduct for staff, parents and students. These codes have been developed by staff, students and parents with each contributing to all of the codes. *See Appendix 12,13,14*

Newport Gardens Primary School provides an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. As a school we believe in and practise:

- Inclusive teaching practices where teams of teachers take collective responsibility for student achievement;
- Accessible educational provision for all students where diversity is celebrated and valued;
- Parent/carer partnerships that foster high expectations, in a responsible and respectful manner;
- Community partnerships that engage families and the community in ways that support student achievement and success across the full spectrum of social, emotional, academic and creative growth;
- Provision of appropriate student services for students deemed at risk or potentially at risk; and
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning across a variety of curriculum areas with an emphasis on literacy and numeracy.

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Newport Gardens Primary School Behaviour Management Flow Chart. (See appendix 5) This flowchart has been developed by the key stakeholders, in line with DET guidelines and research informed approach to behaviour management.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Creating a child safe organisation

Newport Gardens Primary School is committed to a zero tolerance of child abuse and creating an inclusive school culture that promotes child safety. Our vision of Nurturing Our Future supports our focus of including people of all abilities, and promotes the cultural safety of individuals from culturally and linguistically diverse backgrounds, including Aboriginal and Torres Strait Islanders.

The school's strategies for a child safe school are clearly communicated through the schools web site. They include the school's child safety policy with statement of commitment *see Appendix 15*, the child safe code of conduct, *see Appendix 16* and include the school's policies and procedures to manage child abuse. *See Appendix 17*

8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Parents responsibilities for supporting their child's attendance and engagement are outlined, see **Appendix 9**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities are outlined in our parent code of conduct. See **Appendix 13**

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21, Compass or SOCS.

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. Appendices and Related Policies

Appendix 1: School Values, Vision, Mission Statement

Appendix 2: Bullying

Appendix 3: Cyber Bullying

Appendix 4: Induction Process

Appendix 5: Behaviour Management Flow Chart

Appendix 6: Individual Learning Plan

Appendix 7: Behaviour Management Plan

Appendix 8: Student Support Group Template

Appendix 9: Attendance Policy

Appendix 10: Referral Process Student Support

Appendix 11: Grievance Policy

Appendix 12, 13, 14: Staff, Students and Parents Codes of Conduct

Appendix 15: Child Safe Policy

Appendix 16: Child safe Code of Conduct

Appendix 17: Mandatory Reporting Policy

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Appendix 1: School Values, Vision, Mission Statement

Aspire to Improve

	At our school we:	In our shared spaces we:	In our learning community we:	When outside we:
Aspire to Improve	<p>Strive to improve our school community by:</p> <ul style="list-style-type: none"> » sharing, recognising and celebrating achievements » continually building a culture of excellence » being positive and proactive 	<p>Work collaboratively to:</p> <ul style="list-style-type: none"> » reach our full potential » achieve excellence » motivate and inspire 	<p>Challenge ourselves and others to achieve our best by being:</p> <ul style="list-style-type: none"> » persistent » a reflective learner » accountable to myself and others 	<p>Take pride in our school, respect our facilities and each other by being:</p> <ul style="list-style-type: none"> » considerate » cooperative » responsible

Aspire to Include

	At our school we:	In our shared spaces we:	In our learning community we:	When outside we:
Aspire to Include	<p>Respect people and property by:</p> <ul style="list-style-type: none"> » being courteous » accepting and valuing diversity » offering support in a helpful way » celebrating achievements » taking pride in our school and its community 	<p>Encourage shared ownership and responsibility by:</p> <ul style="list-style-type: none"> » doing our part to nurture our environment » taking ownership to improve our actions and behaviours 	<p>Strive to understand and improve ourselves and others by:</p> <ul style="list-style-type: none"> » listening to others » valuing people's opinions » recognising each other's strengths and areas for improvement » sharing our opinion in a polite manner » striving to achieve common goals 	<p>Play safely, respect others and always look to improve by:</p> <ul style="list-style-type: none"> » working together » cooperating » compromising

Aspire to Grow

	At our school we:	In our shared spaces we:	In our learning community we:	When outside we:
Aspire to Grow	<p>Are responsible members of our community we:</p> <ul style="list-style-type: none"> » are open minded » have high expectations of ourselves and others » continually challenge ourselves to be better » continually build resilience 	<p>Use all spaces to enhance our development:</p> <ul style="list-style-type: none"> » emotional » social » physical » academic 	<ul style="list-style-type: none"> » Create new knowledge » Seek solutions to problems » Collaborate with peers and adults » Innovate using different technologies and a variety of information » Give and accept feedback » Strive to achieve set goals 	<p>Respect the spaces and equipment by:</p> <ul style="list-style-type: none"> » using them for their intended purpose » actively working to solve issues » developing and displaying confidence » seeking assistance when needed



Appendix 2: Bullying

BULLYING

Rationale

- Categories of bullying include direct physical bullying (hitting, kicking, pinching, pushing or damaging property), direct verbal bullying (name calling, insults, teasing, intimidation, racist remarks or verbal abuse), indirect verbal bullying (lying or spreading rumours, playing nasty jokes, mimicking or encouraging others to socially exclude someone) and cyberbullying (direct verbal or indirect bullying behaviours using digital technologies including harassment using a mobile phone, setting up a defamatory website or deliberately excluding someone from social spaces).
- Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.
- Mutual conflict involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Single-episode acts of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes should be ignored or condoned as these are unacceptable behaviours.

Aims

- To create a safe and respectful school environment and prevent bullying, cyber bullying and other unacceptable behaviours.
- To ensure Newport Gardens Primary School complies with DET policy and guidelines.

Definitions

Bullying is when someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Cyberbullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Homophobic Bullying on the basis of sexuality is a common experience for young people who are same sex attracted or for those who may not behave according to gender stereotypes.

Implementation

- Newport Gardens Primary School will:
- promote and support safe and respectful learning environments where bullying is not tolerated
- provide clear definitions of what is and what is not bullying, including descriptions of the different subtypes of bullying
- put in place whole-school strategies and initiatives as outlined in DET's anti-bullying policy
- develop a Student Engagement Policy that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.
- Involve students, staff and parents in updating the Student Engagement Policy.
- take a whole-school approach focusing on safety and wellbeing
- consistently respond to all incidents of bullying that have been reported to the school and ensure that planned interventions are used to respond to these incidents
- ensure that support is provided to any student who has been affected by, engaged in or witnessed bullying behaviour
- provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents
- address cyber bullying as part of its Internet / Social Media Policy
- The school will ensure the policy is easily accessible within the school community and published on the school's website.
- If circumstances warrant, the school may consider using [Bullying No Way!](#) and the [National Safe Schools Framework](#).
- For further information, the school will refer to the DET resources at the website below.
- Please refer also to the school's Child Safe Policy, Duty of Care Policy and the Student Engagement Policy.

Evaluation

- This policy will be reviewed annually as part of preparing the Annual Report or if guidelines change (latest DET update late February 2016).

Reference:

www.education.vic.gov.au/school/principals/spag/safety/pages/bullying.aspx

Appendix 3:

POLICY – Cyber Bullying



Definition:

A person is bullied when someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons. People who use the internet, email, intranets, phones, social networks or similar technologies to bully others are cyber bullies.

Rationale:

- Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying can be very destructive and will not be tolerated at any level, and serious consequences exist for students who choose to bully others.

Aims:

- To reinforce within the school community what bullying is (including cyber bullying) and the fact that it is unacceptable.
- To alert everyone within the school community to the signs and evidence of cyber bullying and to have the need to report it to staff whether as observer or victim.
- To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation:

- Parents, teachers, students and the community to be made aware of types of cyber bullying and its legal and hurtful ramifications. Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.
- The school will adopt a three-phase approach to bullying.

A. Primary Prevention:

- Professional development for staff relating to all forms of bullying including cyber bullying, harassment and proven counter measures will be offered on an annual basis.
- Teachers will be trained in all facets of cyber safety. Cyber safety awareness programs will be provided for parents and cyber safety will form part of each child's ICT curriculum.
- Educate the school community about the seriousness of cyber bullying, its impact on those being bullied, how cyber bullying occurs and consequences of cyber bullying.
- Community awareness and input relating to bullying (including cyber bullying), its characteristics and the school's programs and response.

- The provision of programs that promote our school values of inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum. In particular, up skilling children to challenge and/or report unacceptable behaviour will be central to our curriculum.
- A student bullying survey and yard survey will be administered and acted upon annually.
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber bullying, when unpacking the school values and expectations.
- All students to be provided with individual and confidential computer and network passwords. Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school's network and intranet.
- The use of mobile phones and electronic devices by students will be limited with consequences to be implemented for any students who use mobile phones inappropriately.
- The curriculum to include anti-bullying messages and strategies that also tie into our school values and expectations, which are reinforced through programs such as our multi-age hours and electives at lunchtimes.
- The student leadership team, staff and students to promote the philosophy of 'No Put Downs'.

B. Intervention:

- Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented on the Student Management Tool.
- The school will reinforce with children the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and it is imperative that staff respond appropriately and proportionally to each allegation consistent with the school's Student Code of Conduct, including reporting and recording of the incident on the Student Management Tool.
- Students and staff identified by others as cyber bullies will be informed of allegations by appropriate staff.
- Parents are to be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.
- Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, completing a Behaviour Reflection Sheet, loss of privileges such as removal of cyber bullies from access to the school's network and computers for a period of time. Loss of privilege to bring a mobile phone to school for students who bully via SMS or similar telephone functions.
- Public recognition and reward for positive behaviour and resolution of problems as appropriate.
- Both bullies and victims will be offered counselling and support where appropriate.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the school's Student Code of Conduct.

C. Post-Violation:

It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Appropriate strategies may include:

- Ongoing monitoring of students involved including network traffic.
- Identification of an agreed key contact staff member for each student involved.
- Follow-up meetings regarding each child's management strategy.
- On-going communication with parents.
- Counselling from appropriate agencies of support for both parties.
- Reinforcement of positive behaviours and appropriate behaviour strategies.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Appendix 4: Induction Process



Policy – Induction – New Staff

Rationale/Purpose

Establish a school based system to ensure a comprehensive induction program for new staff.

Introduction

This policy applies to all employees and also, as appropriate, to volunteers and allied professionals, who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring as appropriate.

This program will include a comprehensive induction program for new staff spanning their first 6 months at the school to ensure new staff are aware of the needs of specific children and the processes, structures and programs that are in place to support them.

Safeguarding Children and Child Safety as a priority, will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment. The arrangements made for introducing new employees and also, as appropriate, to volunteers and allied professionals, to the school as a whole, provide the foundation for successful and safe contribution to the school. The Induction Programme is designed to help the new employees and also, as appropriate, to volunteers and allied professionals, become familiar with the requirements of their position and learn about the school culture, ethos, priorities, aims, codes of conducts, professional obligations, and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the TEAM will be proactive in asking for information and help – however big or small.

The induction process should

- Provide information and training on the school's policies and procedures
- Provide **Child Safe** information – including outlining child safe code of conduct
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising student achievement, and meeting the needs of students, parents and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Explain the school's policies and Codes of Conduct to ensure that all staff, volunteers and allied professionals, new to the school understand what is expected of them at the school and gain support to achieve those expectations.
- Identify and address any specific training needs

The induction programme:

Time Frame	Action	Staff Responsible
Pre-Commencement	New Staff contacted and where possible an orientation day/session organised, they will be invited to all functions and school based events.	Principal/Assistant Principal
On Commencement	New Staff will be given a Welcome pack. Introduced to their team leader, who will be their mentor and an additional staff member to be their buddy. Induct new teachers to their professional obligations, including codes of conduct, expectations and mandatory reporting obligations to protect children and meet child safe standards. https://edugate.eduweb.vic.gov.au/edrms/keyprocess/teachers-induction/Pages/NewTeachers-home.aspx DET Obligations and codes of conduct.	Principal/Assistant Principal/ Team Leader
Weeks Two to Eight	Buddies continue to orientate teachers, mentoring begins, time allocated to meet and develop. Principal/Representative to meet with new staff for a casual discussion on how they are going and answer any questions they might have.	Buddies and Mentors Principal/Assistant Principal
First Two Terms of Working at Newport Gardens Primary School	Buddy and mentoring continues Professional Growth continues around crucial times, like Parent-Teacher Conferences and Report Writing . <i>Formal VIT registration procedures will guide beginning teachers and their mentors. Provisional registration is granted to teachers who have yet to demonstrate that they have met the standards of professional practice required for full registration. More information on Victorian Teacher Registration.</i>	Buddies and Mentors Principal/Assistant Principal
Third and fourth term from commencement.	Scheduled regular catch-ups with beginning teachers, ideally at least once a term, to check in on their progress, how their integration into the school is going and gain feedback on their induction and mentoring experience. Mentor works with beginning teach to address the VIT registration process.	Buddies and Mentors

	Where appropriate present to panel.	Principal/Assistant Principal
Evaluate induction Process	Seek feedback from New/Beginning teacher. Take DET suggested evaluation survey is provided here . Review 'Induction of New and Beginning Teachers Guide for Principals' and evaluate attached checklist.	New Teacher Buddies and Mentors Principal/Assistant Principal

Resources:

For Principals/Leaders:

- [Principals Induction Guide for New Teachers \(docx - 646.9kb\)](#)
- [Induction checklist \(docx - 36.84kb\)](#)
- [Welcome Pack checklist \(docx - 29.21kb\)](#)
- [Orientation day agenda \(docx - 31.3kb\)](#)

For new teachers:

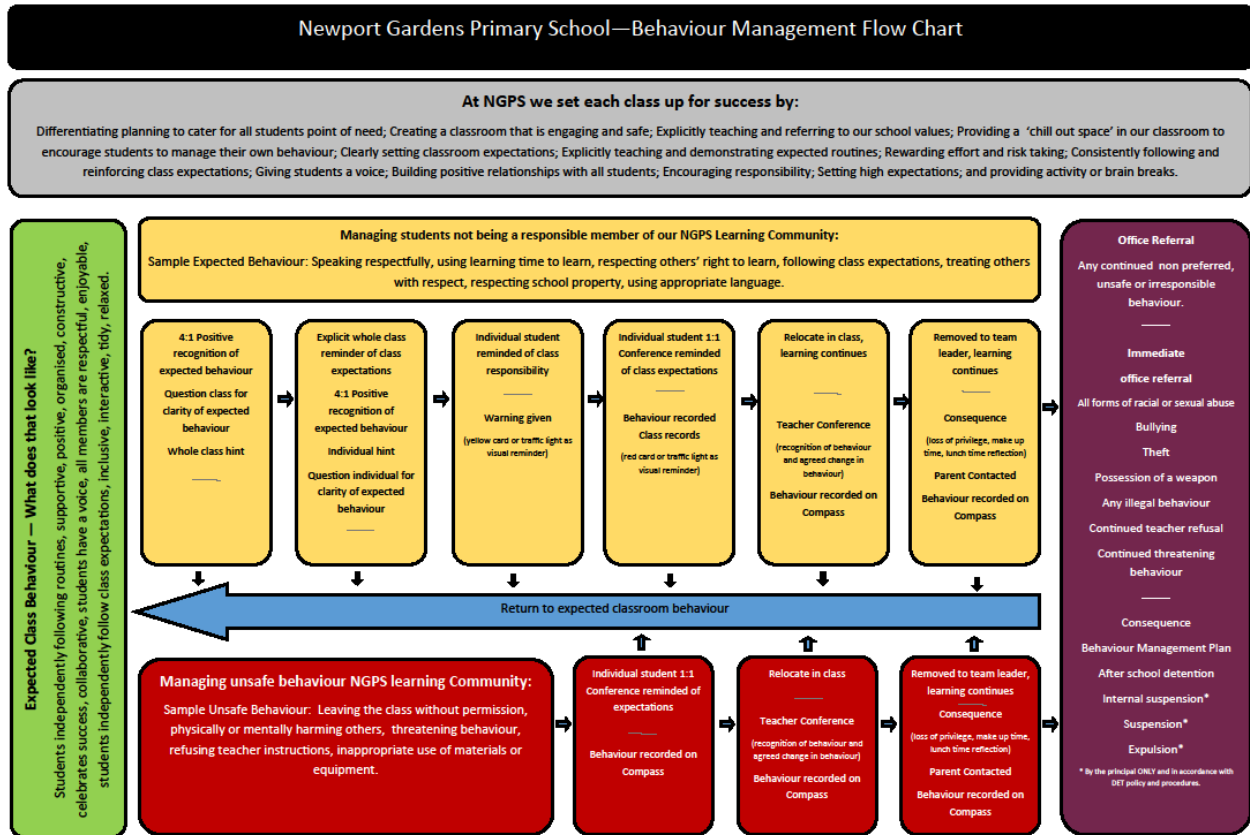
- [Guide for Beginning Teachers \(docx - 752.92kb\)](#)
- [VIT's Supporting Provisionally Registered Teachers: A guide to the evidence-based process for full registration](#)

For mentors:

- [Effective mentoring program](#)

Reviewed: Annually

Appendix 5: Behaviour Management Flow Chart



Protocol – Individual Learning Plans (ILP) & Individual Education Plans (IEP)



Rationale/Purpose

At Newport Gardens Primary School, we are committed to providing the best educational opportunities for every student. Part of that commitment includes providing targeted planning for our students at their point of need in the form of an ILP or IEP.

This protocol is designed to create consistency and guidance around this process.

Introduction

In addition to the June and December reports, students may receive an Individual Learning Plan (ILP) at the end of term one and the end of term three. ILPs are to be in place for any student on the Program for Students with Disabilities (PSD) or who, at the time of writing the ILP, is 12 months ahead of expected levels or 12 months behind expected levels. In addition, any Koori students or out of home care students will be required to have an IEP (Individual Education Plan) as would any child deemed at risk emotionally or socially. If unsure, please discuss with your team leader or the Student Welfare Officer for guidance.

Implementation

The implementation of ILP at NGPS follows a 4-stage approach as outlined by DET.

Stage 1	Stage 2	Stage 3	Stage 4
Identifying the student's needs	Determining adjustments that need to be made to the curriculum	Completing and implementing an Individual Learning Plan	Monitoring and evaluation

Once a need is identified and the decision to implement an ILP is made, the following process is followed: Create an ILP using the NGPS template. The template for the ILP is located on Compass. Once completed, upload and pin to Compass as a chronical for each child. Organise a parent meeting to discuss and agreed on the ILP. Teachers are required to arrange an ILP meeting for each student in their grade who has an ILP in terms one and three*. The purpose of these meetings is to discuss the student's strengths and areas of concern with the parent and short and long-term goals set out in the plan. This meeting and the ILP are crucial to the partnership between home and school in supporting the needs of the student and as such the parent is seen as an active contributor to the meeting and final version of the ILP.

*Grade prep students are not to be put on an ILP in Term1. They are reviewed midway through term 3 for implementation by the end of term 3.

Once in place, the teacher is responsible for implementing the strategies set out in the ILP and discussing the progress the child is making with the parent. Strategies that were to be completed at home are to be followed up by the teacher, and if not being completed at home, the teacher should discuss this with the parent and document the points of the discussion on Compass.

Any student on the Program for Students with Disabilities (PSD) will have a Student Support Group (SSG) meeting chaired by the Student Welfare Coordinator and conducted with the teacher, ES staff, health care professionals where appropriate and the parents. Details of this process can be found in the Student Engagement Policy. This meeting will cover the ILP process, no additional meeting is required. All SSG meetings are minuted and the minutes of these meetings are to be kept as a record.

If a student is coming off an ILP, teachers are required to call the parents and notify them of the reasons and ongoing support. This conversation is to be recorded on Compass and the ILP chronological unpinned.

As a school based process for monitoring students at risk and receiving adjustments, students on an ILP are to be recorded on the ILP/IEP register. https://docs.google.com/spreadsheets/d/1gQwm02wYiQRJDA0DdEgcccc9QM1DiRFqp2vQFkHRz_g/edit#gid=2066404612 in addition this is also the place where you are to record any student coming off an ILP.

Resources:

IEP: <http://www.education.vic.gov.au/school/teachers/health/Pages/oohcedplans.aspx>

SSG: <http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx>

Last Reviewed: 2017

Review Annually:

Individual Learning Plan



Student:

Teacher:

Learning Community:

Date:

Present at meeting:

Aspire to Grow		
(Evaluation of previous Individual Learning Plan):		
Aspire to Include		
Key recommendations of SSSO reports (If applicable)		
Aspire to Improve		
What are the goals for improvement?	What strategies will be in place at school to support you achieving these goals?	What can be done at home to support you achieving these goals?
Reading Goal: (Text goes here)	(Text goes here)	(Text goes here)
Writing Goal: (Text goes here)	(Text goes here)	(Text goes here)
Mathematics Goal: (Text goes here)	(Text goes here)	(Text goes here)
Social/Emotional Goal: (Text goes here)	(Text goes here)	(Text goes here)

Date for evaluation/ review:

Signatures: _____ **(Parent)** _____ **(Teacher)**

Newport Gardens Primary School



Behaviour Management Plan

STUDENT:

D.O.B.:

1. Brief student description:
2. What is happening at the moment?
3. What positive reinforcements are currently effecting behaviour?
4. What potential triggers are currently effecting behaviour?

Current behaviours and reactive responses:

Yard and/or Classroom	
Behaviour	Response

Please note for all students; positive behaviour reinforcement will be an ongoing focus as well as the agreed school values based system for behaviour.

This behaviour plan will be reviewed regularly by all key stake holders engaged with **(Student Name):**

Newport Gardens Primary School Leadership

Classroom Teachers, Parents, Review date for school is **TBC**

Signed..... (Parent)

Signed..... (Student Welfare Officer)

Newport Gardens Primary School



Student Support Group Meeting

Each SSG will be 30-45 minutes in length in will be run in accordance with the

Student Support Group guidelines

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx?Redirect=1#H2N10063>

Date	Student Name	Year Level
16/3/2016		
Disability - PSD	Welfare Coordinator	Teacher
	Paul Maisey	
Location	Context	
Conference Room		

Other members of SSG:

Parents:

School Staff:

Others:

Apologies:

Understanding the student:

Parent Carer Report (any concerns or feedback)

Medical/Professional reports

Other Agencies

Student Characteristics:

Current Interests

Current Strengths

Extra-curricular activities

Teacher Feedback:

Current Achievement – Overall (Poor, Good, Excellent)

	Poor	Good	Excellent
Attendance			
Class Behaviour			
Work Ethics			
Academic Performance			

Current Concerns/Review of previous goals.

Goal Setting:

Teacher to present ILP

Feedback

Additions or alterations

Modification of work	Yes	No
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Timelines: Review Goals at next SSG (1 per term)

Appendix 9: Attendance Policy



ATTENDANCE

Rationale

- Parents/guardians must enrol a child of compulsory school-age at a school and ensure the child attends school at all times when the school is open for instruction or seek enrolment for other approved tuition.
- Students are expected to attend normal school hours every day of each term. A Principal or Regional Director (depending on the circumstances) may authorise an exemption and provide written approval for student attendance to be exempt or reduced to less than full time.
- For absences where there is no exemption in place, the parent / guardian should provide an explanation on each occasion and the school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the *Education and Training Reform Act 2006*.
- Schools must maintain attendance records and develop policies to support and maintain attendance.
- Exemptions from school attendance may be granted in some circumstances. All applications for exemptions are considered on a case by case basis, with the child's best interests as the guiding principle for decision-making. In making

a decision the potential benefits or negative consequences of granting the exemption to the child's educational progress, wellbeing and development are also considered.

Purpose

- To ensure students of school age are enrolled and attend every day the school is open for instruction.
- To ensure Newport Gardens Primary School complies with DET policy and guidelines.
- To ensure the school complies with the *Education and Training Reform Act 2006*.
- To discharge the school's duty of care for all students.
- To assist in the calculation of the school's Student Resource Package (SRP) funding.
- To enable the school to report on attendance annually through the Annual Report.

Implementation

- Students are expected to attend school every day during normal school hours unless there is an approved exemption.
- The school will record attendance of secondary students every period and attendance of primary students twice daily.
- The school will use only CASES21, eCASES21 to record student attendance.
- Parents/guardians are required to provide an explanation for their child's absence from school.
- The school will record in writing the reason (if any) given by the parent/guardian. The school will determine if the explanation provided is reasonable.
- The school will develop a strategy for following up immediately when unexplained absences exceed a set number of days.
- Poor or irregular attendance will be a matter for the Student Welfare Officer or similar senior person in the school.
- The student's absences will be recorded on the Student Report Card.
- Please refer also to the school's *Student Engagement Policy, Admission Policy, Enrolment, Promotion of Students, School Hours Policy, the Parental Responsibilities (Decisions about Children), the Home Schooling Policy and the Reporting to Parents Policy*.
- Please refer also to DET's webpage regarding exemption from attendance.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest update mid-April 2015).

This update was ratified by School Council on August 16th 2016

Reference:

www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx

Appendix 10: Referral Process Student Support

Protocol – Student Support Referral Process

Assisting students in need of adjustment or deemed at risk at Newport Gardens Primary School



Child Safety Statement

Newport Gardens Primary School is committed to a zero tolerance of child abuse and creating an inclusive school culture that promotes child safety. Our vision of Nurturing Our Future supports our focus of including people of all abilities, and promotes the cultural safety of individuals from culturally and linguistically diverse backgrounds,

including Aboriginal and Torres Strait Islanders. All child safe concerns will be referred in accordance with the Child Safe Code of Conduct and in line with the seven Child Safe Standards.

Rationale/Purpose

Provide a clear pathway for students to be referred for additional student support

Guidelines and Implementation:

The below referral process is staged process for assisting students in need or adjustment or deemed at risk at Newport Gardens Primary School

Referral Process/Protocol

Any staff member who is concerned about the physical, social and emotional, behavioural or academic welfare of a student in their care, or has had concerns raised from a parent is to follow the referral pathway outlined below.

Step One: Find Out

Gather information, for example, current levels of academic achievement, work sample, reading levels, behaviour notes, attendance records, previous or current ILP, learner profiles, previous reports, transition statements, NAPLAN results, reports from parents/careers and any allied health professionals.

Step Two: Create the Story

On Compass, create the story, document, current information and concerns directly related to the finding out. This will include current strategies, samples of focus groups. Previous ILP etc.

Step Three: Discuss

In PLT discuss the concerns and where necessary with experienced teacher or previous classroom teachers, and share the story to date. At this point strategies that could be used are suggested and data reviewed for accuracy. A decision if the referral is to proceed or classroom based strategies are to be implemented is made.

Step Four: Refer to Student Welfare Coordinator (SWC)

In PLT the SWC is engaged.

Step Five: Student Support Group (SSG) Created

Teachers are to raise concerns with parents/carers and SSG created and meet. At this point a plan is created and if agreed, any information/consent paperwork to be explained and distributed.

Step Six: Referral Student Support Services

Once all documentation is received SWC to refer to SSS. It is important to note that whilst the SWC liaises with DET psychologists and speech therapists, these professionals determine their own level of involvement. All involvement with DET allied health staff is coordinated by the SWC yet determined by the DET Hobsons Bay Student Support Services personnel. At this point, SWC and SSS staff decide on appropriate course of action. This may include assessments, applications for funding, referral to services like DHHS or Child First.

Step Seven: Implementation and Review

Implement recommendations and ongoing review. This may include the creation of an ILP, accessing a school based support group or intervention program, engaging the support of ES staff etc.

Definitions:

Student Support Services: Refers to the group of professionals who provide support to students and Victorian government schools.

Student Welfare Coordinator: An Assistant Principal or Leading Teacher often holds the role of Student Welfare Coordinator (SWC) at a primary school. The role of the SWC is multi-faceted, with the bulk of the work done behind the scenes with individual students and families. It involves working with agencies such as Anglicare, Mackillop Family Services, Family First and DHHS amongst others to support families in need. It also involves coordinating the Program for Students with Disabilities supporting students who have identified additional needs, and working with DET psychologists and speech therapists to support students having trouble with learning.

The Student Support Group (SSG): represents a partnership in the educational planning process between:

- the parents/guardians/carers of the student
- the parent/guardian/carer's advocate
- the teacher/s
- the principal or nominee (to act as chairperson)
- the student (where appropriate).

Evaluation:

- *Information updated by the DET time line annually.*

References:

- <http://www.education.vic.gov.au/school/teachers/health/Pages/oohcstusupp.aspx#link51>
- <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/studentsupport.aspx>
- <http://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref050.aspx>

To be Reviewed: 2018

Appendix 11:

POLICY – Grievance



Rationale/Purpose

At times parents may have concerns they wish to take up with the school. Newport Gardens Primary School welcomes this feedback and encourages parents to raise issues so they can be dealt with speedily and resolved to the satisfaction of all concerned.

Guidelines:

Parents and caregivers are strongly encouraged to contact their child's school in the first instance on all matters involving their child's education.

Implementation:

Step 1

Identify your topic or issue. Making notes is a good idea as it ensures that you cover all points. Think about the resolution you would like to see as an outcome.

Step 2

Contact the school and speak to your child's classroom teacher in the first instance and/or the Team Leader for your child's department to resolve the issue. If after doing this you feel the matter still unresolved then contacting the Principal or Assistant Principal may be an appropriate way forward for you. This may include organising a meeting for a mutually convenient time.

Step 3

Meet with the school's principal or assistant principal or teacher. If a classroom teacher is to be present try meeting outside of classroom hours. This, for the vast majority of issues should, assist in resolving the matter.

Step 4

If the matter is unresolved at the school level, you may wish to discuss it further with the community liaison officer at your regional office. Contact your local Department of Education and Early Childhood Development Regional Office: Western Metropolitan Region, Phone: 9291 6500.

Step 5

If the matter is unresolved at the regional level you can address your complaint in writing to the Deputy Secretary, Office of School Education, c/o Manager, Community and Stakeholder Relations Branch, 33 St. Andrews Place, East Melbourne VIC 3000

Evaluation: In accordance with Department Guidelines

References: DEECD – Victorian Schools Reference Guide

Staff Code of Conduct

Aspire to Improve

Our staff:

- ❖ Celebrate the achievements of the school and its individuals;
- ❖ Take a positive approach and are proactive in reflecting and seeking to continually improve;
- ❖ Support, and are accountable for, implementing school policies, procedures and initiatives;
- ❖ Respect the spaces and equipment at the school and display pride in the way they are presented;
- ❖ Identify and cater to the needs of all students;
- ❖ Follow the Behaviour Management Flow Chart when dealing with behavioural issues; and
- ❖ Embed the vision and values of Newport Gardens Primary School through programs explicitly taught such as The Learning Curve and Learning to Learn.

Aspire to Include

Our staff:

- ❖ View child safety as a top priority and have a **zero tolerance** towards child abuse;
- ❖ Adhere to the Child Safety Code of Conduct;
- ❖ Complete mandated e-Learning modules as required;
- ❖ Accept and value the diversity of families, students and staff;
- ❖ Work collaboratively and are collectively responsible for all students;
- ❖ Value the opinion of others, and seek to include these opinions in the decision-making process;
- ❖ Respect all members of our school community;
- ❖ Support home/school partnerships recognising that parents have a valuable and necessary part in education;
- ❖ Welcome parents/volunteers into learning communities to support and enhance learning;
- ❖ Meet all obligations as members of Department of Education and Training (DET) and actively contribute to school and DET policies, initiatives and programs;
- ❖ Proactively share knowledge and provide feedback, expertise and resources;
- ❖ Be vocal supporters, in a positive manner, for the importance of schools being safe and friendly places where no one feels bullied or intimidated; and
- ❖ Identify and cater for the needs of all students including Aboriginal & Torres Strait Islander (ATSI), students of all abilities and those from linguistically and culturally diverse backgrounds.

Aspire to Grow

Our staff:

- ❖ Have high expectations of self and others;
- ❖ Actively support school policies, procedures and initiatives;
- ❖ Are active members of our school community and attend school events;
- ❖ Recognise their strengths and are responsible for seeking professional learning to enhance their capacity;
- ❖ Model appropriate behaviours and conduct themselves professionally at all times; and
- ❖ Communicate appropriately to staff, students and the wider school community.

Student Code of Conduct

Aspire to Improve

Our students:

- ❖ Follow classroom and school expectations, in line with our school values;
- ❖ Model appropriate language, attitude and behaviour at all times;
- ❖ Ensure regular and punctual attendance at school;
- ❖ Celebrate the educational successes of themselves and others;
- ❖ Take pride in themselves, their uniform and the school environment;
- ❖ Respect the spaces and equipment at school;
- ❖ Ensure they have a clear understanding of the responsible and safe online use of digital technologies (Responsible Use Agreement); and
- ❖ Take ownership to improve their actions and behaviours.

Aspire to Include

Our students:

- ❖ Act to ensure the safety of themselves and others reporting unsafe behaviour appropriately;
- ❖ Respect all members of our school community by working together and collaborating;
- ❖ Accept and value the diversity in our community including Aboriginal & Torres Strait Islanders (ATSI), students of all abilities and those from linguistically and culturally diverse backgrounds;
- ❖ Accept, and respect, that others may have different views, opinions and values;
- ❖ Be proactive in finding solutions to problems in the yard, classroom and school community;
- ❖ Participate in, and include others in, all school activities and programs; and
- ❖ Be vocal supporters, in a positive manner, for the importance of schools being safe and friendly places where no one feels bullied or intimidated;

Aspire to Grow

Our students:

- ❖ Students acknowledge that we are all here to learn and grow as individuals;
- ❖ Always try their best, take risks with our learning, show persistence and build resilience;
- ❖ Have high expectations of themselves and others;
- ❖ Continually challenge themselves to be better;
- ❖ Take responsibility and are ready to learn;
- ❖ Follow instructions and requests promptly; a
- ❖ Communicate appropriately to staff, students and the wider school community.

Parent Code of Conduct

Aspire to Improve

Our parents:

- ❖ Model appropriate language and behaviour;
- ❖ Ensure regular and punctual attendance at school for their children;
- ❖ Ensure their child practises good personal hygiene and takes pride in their uniform and property (includes labelling uniform and belongings);
- ❖ Encourage independence for age appropriate things, such as carrying their own school bag;
- ❖ Celebrate the educational successes of their children; and
- ❖ Ensure their child has a clear understanding of responsible and safe online use of digital technologies (Responsible Use Agreement).

Aspire to Include

Our parents:

- ❖ Are aware of the Child Safe Code of Conduct and alert appropriate staff if they see something questionable or of concern in relation to child safety;
- ❖ Ensure they provide the school with a current WWCC (Working with Children Check) and are aware of the Child Safe Code of Conduct if they are volunteering at the school or school events;
- ❖ Actively support school and Department of Education and Training (DET) initiatives, protocols and policies;
- ❖ Act to ensure the safety of all students in all environments e.g. camps and excursions;
- ❖ Provide their opinion through appropriate consultation processes and support the final decision once it has been made;
- ❖ Accept, and respect, that others may have different views, opinions and values;
- ❖ Engage in school based forums, activities and programs where relevant;
- ❖ Are an active part of the school community by volunteering in classrooms, attending parent teacher interviews, information nights and major school events;
- ❖ Be vocal supporters, in a positive manner, for the importance of schools being safe and friendly places where no one feels bullied or intimidated;and
- ❖ Ensure they have completed and follow Occupational Health and Safety procedures and inductions when working as volunteers at the school and follow directions of teaching staff.

Aspire to Grow

Our parents:

- ❖ Uphold the high expectations of our school community;
- ❖ Work in partnership with the school for the benefit of all students;
- ❖ Accept they have a major role to play in the education of their child and contribute to their child's development;
- ❖ Ensure that their child challenges themselves and completes required homework tasks; and
- ❖ Communicate appropriately to staff and the wider school community.

All breaches of the codes of conduct will be addressed in accordance with DET guidelines and advice.

Child Safe Policy for Newport Gardens Primary School

Rationale

- The child safe standards require organisations including schools that provide services for children to have a child safe policy or a statement of commitment to child safety.
- A child safe policy is an overarching document that provides an overview of the key elements of an organisation's approach to child safety. It should:
 - clearly state the organisation's zero tolerance of child abuse
 - detail the organisation's child safe processes and procedures, or link to existing documents that include child safety considerations - for example, its reporting procedures (including leadership responsibilities), how to respond to an allegation of child abuse, human resources and recruitment practices, and risk management strategy and procedures
 - clearly state the organisation's commitment to cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability
 - detail expectations and requirements of staff and volunteers to ensure the protection of children, and the training and support staff receive
 - include contact details for people to access information in relation to child safety, such as the Child Safety Officer. A Child Safety Officer or Student Welfare Officer is a person in the organisation who has knowledge of child safety issues, and could be a point of contact for others who have questions or concerns or want to report an allegation of child abuse. The organisation may consider including child safety officer/champion duties in the person's job description
 - include how and when the policy and other child safety tools are reviewed to help the organisation improve.
- The school recognises that this policy is one of seven standards relating to the school's child safe culture.
- The school further recognises that a child safe culture will not develop in the short term.

Purpose

- To ensure Newport Gardens Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe culture.
- To raise awareness within the school community of the importance of child safety.
- To empower children who are key stakeholders within our organisation.
- To ensure the school develops and publishes a child safe policy that is compliant with the Child Safe Standard 2.
- To ensure the school discharges its duty of care towards children.

Implementation

- The safety and wellbeing of children at this school is our highest priority.
- The school is committed to acting in children's best interests.
- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff, volunteers and the parent community.
- We are committed to the cultural safety of Aboriginal children if applicable, to the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have **zero tolerance of child abuse**, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Any staff member who believes that a child is at immediate risk of abuse must phone 000.
- Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

- Our school has robust human resources and recruitment practices for all staff and volunteers.
- Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- The school's Child Safe Policy will be publicly available to help raise awareness about the importance of child safety in our organisation and demonstrate our commitment to protecting children from abuse.
- It will be published on the school's website and provided to new families on enrolment.
- New staff will be provided with a copy and briefed on the school's attitude to child safety as part of the induction process.
- We will ensure that families and children have the opportunity to contribute to the development and review of this policy. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.
- The school will ensure that procedures for raising and managing complaints and consequences for breaching of the Child Safe Code of Conduct, are known and understood by everyone. For specific procedures, please refer to the school's Complaints & Concerns, Parents Policy.

Our Children

This policy is intended to empower and protect our children who are vital and active participants in the school by involving them when making decisions, especially about matters that directly affect them. We will listen to their views and respect what they have to say.

We will promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome. In particular we will:

- promote the cultural safety, participation and empowerment of Aboriginal children (if applicable)
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally in all aspects of school life

Our Staff and Volunteers

- This policy guides our staff and volunteers on how to behave with the children in our school.
- All of our staff and volunteers must agree to abide by the school's Child Safe Code of Conduct which specifies the standards of conduct required when working with children.
- NGPS is committed to raise the child safe code of conduct's profile within the school and the community. Staff members, volunteers and families provided the opportunity to read understand and by engaging with NGPS, agreeing to abide by all schools Code of Conducts.
- All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the Child Safe Code of Conduct.

Training and Supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be inducted into the school and supervised regularly to ensure they understand our philosophy and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate. Any inappropriate behaviour will be reported through the Principal or Assistant Principal or directly to the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Recruitment

The school takes all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our school understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check.

Fair Procedures for Personnel

Whilst the safety and wellbeing of children is our primary concern, we also are fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to families (as appropriate) on progress and any actions we take.

Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they are staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

Legislative Responsibilities

The school takes its legal responsibilities seriously, including:

Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.

Failure to protect: People of authority will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

All teachers are **mandatory reporters** and must comply with their responsibilities.

Non-teaching staff have an obligation to report if they form a reasonable belief that a child is at risk of harm.

Risk Management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in our school on social media).

Risk analysis always forms part of our preparation for school camps and some excursions. The analysis will now include possible potential for child abuse. The school's Incursions (Safety of Children Working with External Providers) Policy already has strategies to minimise the risk of abuse.

- The school will know it has successfully implemented Standard 2 when:
 - the school has a child safe policy approved by the School Council
 - the school has made public their commitment to child safety
 - all School Council members, staff and volunteers are aware of the school's commitment to child safety and their duty of care requirements
 - all staff and volunteers can easily access and understand the school's commitment to child safety
 - the school's commitment to child safety includes a commitment to the safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability.
- Please refer also to the school's existing policies all of which are designed to create a safe environment for children:

Anti-Discrimination	Bullying & Harassment
Contractor Management	Discipline, Student (Overview)
Duty of Care	Emergency & Critical Incidents
Emergency & Incident Reporting	Employment Policy
Incursions (Safety of Children Working with External Providers)	Information Privacy
Internet & Social Media	Mandatory Reporting
Mobile Phones, Student Use	Photographing & Filming Students
Police & DHHS Interviews	Risk Management
Staff Code of Conduct	Student Engagement
Visitors to the School	Volunteer Workers
Working with Children Checks –	Working with Children Checks – Staff
Volunteers	

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle, if an incident occurs or if guidelines change (latest information July 2016).

This policy originally was ratified by School Council in July 2016

This document, (Standard 2), was ratified in July 2017

References:

VRQA Child Safe Standards Toolkit

Creating a Child Safe Organisation Guide p.22

An Overview of the Victorian Child Safe Standards State of Victoria, DHHS November 2015

and

Protect – Identifying All Forms of Child Abuse in Victorian Schools 2016

Appendix 16: Child safe Code of Conduct

Child Safety Code of Conduct

CHILD SAFE STANDARD 3: A child safety code of conduct



Child Safety Statement

Newport Gardens Primary School is committed to a zero tolerance of child abuse and creating an inclusive school culture that promotes child safety. Our vision of Nurturing Our Future supports our focus of including people of all abilities, and promotes the cultural safety of individuals from culturally and linguistically diverse backgrounds, including Aboriginal and Torres Strait Islanders.

Rationale/Purpose

Establish a Child Safe Code of Conduct, to ensure Newport Gardens Primary school operates within the DET and NGPS policies and guidelines and that child safety is the highest priority.

Purpose

- To establish clear expectations for appropriate behaviour with children, within the Newport Gardens Primary School community.
- Clearly, list examples of behaviours that are both acceptable and unacceptable.
- Create a Child Safe Culture that enables Newport Gardens Primary School staff to take action to protect the safety of children.
- Enable staff and volunteers to raise issues that may be of concern to child safety.
- To ensure Newport Gardens Primary School is fully compliant with its duty of care requirements towards students.

Implementation

This code of conduct is to be read in conjunction with the NGPS parent, student and teacher codes of conduct. It applies to any person in contact with children from Newport Gardens Primary School.

Child Safe Code of Conduct

All staff, volunteers and board/council members of Newport Gardens Primary School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

Acceptable Behaviours:

All personnel of Newport Gardens Primary School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- adhering to Newport Gardens Primary School child safe policy at all times / upholding Newport Gardens Primary School statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not left alone with a child
- reporting any allegations of child abuse to Newport Gardens Primary School Child Safety Officer / leadership, and ensure any allegation to reported to the police or child protection
- reporting any child safety concerns to Newport Gardens Primary School Child Safety Officer / leadership
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

The school has identified that the following are not beyond bounds for physical contact:

- escorting a young, uncertain, primary aged student, by holding their hand
- rendering first aid
- comforting a distressed child by holding the shoulders briefly
- assisting children with disabilities to complete physical tasks e.g. dressing after a swimming class
- demonstrating/reinforcing a skill in sports coaching by e.g. showing a student how to hold a bat
- a congratulatory gesture, such as a pat on the shoulders or a high five
- shaking hands
- ensuring the safety and wellbeing of children

Unacceptable Behaviours:

Staff and volunteers must not:

- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- put children at risk of abuse (for example, by locking doors)
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of culture, race, ethnicity or disability
- have school/professional related contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- ignore or disregard any suspected or disclosed child abuse.

Internet and Social Media Use

- exchange personal contact details such as phone number, social networking profile names or email addresses with children or family members
- have unauthorised contact with children online or by phone
- contact any child at Newport Gardens Primary School by any form of social media
- download inappropriate material
- Share images or content from personal social networking accounts
- 'Friend or follow' students or family members of students on social networking sites (when connected by a professional relationship)

At Newport Gardens Primary School It is recommended that:

- Staff should only enter student toilets when accompanied by another staff member or two other students.
- Contractors and visitors to the school, must be accompanied by a member of Newport Gardens staff if entering student toilets
- When entering a store room of any kind, for example the P.E store room, the door must remain open and a minimum of two students accompany a staff member
- Staff or external visitors should never be in an isolated space or in an outside area after the breaks, with only one student. A ratio of two or more students with one staff member or volunteer, or one student with two adults should be adhered to at all times.
- Respecting the privacy of children and their families, by only disclosing information to people who have a need to know, and ensuring these conversations are conducted in an appropriate environment.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to Newport Gardens Primary School Child Safety Officer / leadership.

If you believe a child is at immediate risk of abuse phone 000.

Evaluation

This Standard will be reviewed after the completion of the child safe review process and then as part of the school's three-year review cycle or if guidelines change (latest information July 2016).

Glossary

Contractors, refers to any employed by the school such as traders, plumbers, electrician, specialised teachers, such as music teachers, instructors of incursions and any organisation who hires school facilities, even if outside of school hours.

Reference: Child safe standards resources : <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards-resources>

Appendix 17: Mandatory Reporting Policy

MANDATORY REPORTING



Rationale

- The school staff has a duty of care to protect the safety, health and wellbeing of children in their care.
- If a staff member has concerns about the safety, health and wellbeing of children in their care it is important to take immediate action.
- Any staff member in a position of authority, who becomes aware that an adult associated with their organisation (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the care, authority or supervision of the organisation, must take all reasonable steps to remove or reduce that risk. This may include, for example, removing the adult from child-related work pending investigation. If a staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.
- The offence applies only to **adults in a position of authority** within an organisation, including Principals, senior school staff, regional directors and other senior managers.
- In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, school staff can discharge this duty of care by taking action which includes reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the Principal or a member of the School Leadership Team of their concerns and the reasons for those concerns.
- Child abuse can have a significant effect on a child's physical or emotional health, development and wellbeing. The younger a child the more vulnerable he/she is and the more serious the consequences are likely to be.
- Types of child abuse include physical abuse, sexual abuse, emotional abuse, neglect, medical neglect, family violence, human trafficking (including forced marriage) or sexual exploitation (including pornography and prostitution).
- Other reports to DHHS Child Protection may be needed for risk-taking behaviour, female genital mutilation, an unborn child or a child or young person exhibiting sexually-abusive behaviours.
- There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not prove that abuse or neglect has occurred. However, the repeated occurrence of an indicator, or the occurrence of several indicators together, should alert teachers to the possibility of child abuse and neglect.
- Any person may make a report if they have significant concerns for the wellbeing of a child.

Purpose

- To ensure Newport Gardens Primary School complies with the Mandatory Reporting requirements of the Children, Youth and Families Act 2005, the Crimes Act 1958 and other legislation.

- To ensure the school complies with DET policy and guidelines.
- To define the roles and responsibilities of school staff in protecting the safety and wellbeing of children and young people.
- To enable staff to identify the indicators of a child or young person who may be in need of protection.
- To empower staff to make a report of a child or young person who may be in need of protection.

Definitions

Mandatory reporting is the obligation by law of persons belonging to the following categories of persons to report concerns about the health, safety, wellbeing of children and young people.

- Teachers registered to teach or who have permission to teach pursuant to the Education and Training Reform Act 2006 (Vic)
- Principals of government and non-government schools
- Registered medical practitioners
- Nurses
- All members of the police force

A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof but is more than mere rumour or speculation.

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed if:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

Reasonable grounds include abandonment of the child, death or incapacitation of the child's parents, the child has suffered or is likely to suffer significant harm from physical, sexual or emotional causes, if the child's parents are unwilling to care for the child or the child's physical development or health has been, or is likely to be significantly harmed.

A report should be made to DHHS Child Protection in circumstances where, for example:

- * the child is engaging in risk-taking behaviour
- * female genital mutilation has occurred, or there is a risk of it occurring
- * there is a risk to an unborn child
- * a child or young person is exhibiting sexually-abusive behaviours
- * there are indications that a child is being groomed. For information see: [Department of Justice and Regulation – Grooming offence.](#)

Implementation

- Newport Gardens Primary has a **zero tolerance of child abuse**.
- Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must make a report as soon as practicable to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable.
- All other school staff who form a belief on reasonable grounds that a child or young person is in need of protection are encouraged to report their concerns to DHHS Child Protection or Victoria Police.
- If a child or young person is displaying sexually abusive behaviours and is in need of therapeutic treatment they should report their concerns to DHHS Child Protection

- Any staff member who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must disclose that information to police. Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.
- The offence applies to **all adults** in Victoria, not just professionals who work with children. To read more information about the 'failure to disclose' offence, see: Department of Justice and Regulation – Failure to disclose offence
- If staff have significant concerns for the wellbeing of a child or young person they are encouraged to report their concerns to DHHS Child Protection or Child FIRST.
- **In case of emergency or if a child is in immediate danger the school will contact Triple Zero (000) or the local police station.**
- Alternatively, to report concerns about the immediate safety of a child within their family unit to DHHS Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hours 7 days, toll free)
- All staff should gather information and keep comprehensive notes that include the full name, date of birth and residential address of the child or young person, are dated, detail concerns and include reasons for the concerns, action taken and details of any other agencies that are involved with the child or young person if known.
- In cases where staff have concerns about a child or young person, they should also discuss these concerns with the Principal or member of the Leadership Team.
- Staff should notify the Victoria Police if there is a reasonable belief that a criminal offence may have been committed.
- In the case of international students, the Principal will notify the International Education Division on (03) 9637 2990 to ensure that appropriate support is arranged for the student.
- In the case of Koorie students, the Principal will notify the Regional Office to ensure that the regional Koorie support officer can arrange appropriate support for the student.
- DHHS Child Protection and/or Victoria Police may conduct interviews of children and young people at the school without the parent's knowledge or consent.
- Interviewing children and young people at school should only occur in exceptional circumstances and if it is in the best interests of the child to proceed in this manner.
- DHHS Child Protection and/or Victoria Police will notify the Principal of their intention to interview the child or young person on the school premises.
- When DHHS Child Protection practitioners/Victoria Police officers come to the school premises, the Principal will request to see identification before permitting them to have access to the child or young person.
- When a child or young person is being interviewed by DHHS Child Protection and/or Victoria Police, school staff will arrange to have a supportive adult present with the child or young person.
- The roles and responsibilities of staff members in supporting children who are involved with DHHS Child Protection may include acting as a support person for the child or young person, attending DHHS Child Protection case planning meetings, observing and monitoring the child's behaviour, liaising with professionals and/or respond to a witness summons by producing documents or giving evidence.
- DHHS Child Protection and/or Child FIRST and/or Victoria Police may request information about the child or family for the purpose of investigating a report and assessing the risk to the child or young person.
- In certain circumstances, DHHS Child Protection can also direct school staff and Department staff to provide information or documents about the protection or development of the child. Such directions should be in writing and only be made by authorised persons within DHHS Child Protection. for more information see: Requests for Information About Students
- It is important that, after a critical incident occurs or is disclosed, the school develops strategies to support **all** students who may have been involved in or impacted on by the incident. Support plans should be developed in consultation with parents/carers. It is also important to involve in the planning process any external organisations that are providing support to students.

Note: If a report is made in good faith it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter and the reporter cannot be held legally liable in respect of the report.

- The identity of a reporter must remain confidential unless the reporter chooses to inform the child, young person or parent of the report, the reporter consents in writing to their identity being disclosed or a Court or Tribunal decides that it is necessary for the identity of the reporter to be disclosed or the reporter is required to provide evidence.
- An annual professional learning session will be held on protecting the safety and wellbeing of children and young people (mandatory reporting protocol).
- New staff will be briefed about their mandatory reporting responsibilities and procedures as part of the induction procedure.
- If a report is made in good faith, it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter. The reporter cannot be held legally liable in respect of the report.
- If a report of sexual abuse is received from a former student, the school will contact the Department's Student Critical Incident Advisory Unit on (03) 9637 2934.
- Please refer also to the school's Child Safe Policy, the Duty of Care Policy and the Information Privacy Policy.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest update mid-January 2016).

The Student Engagement Policy

Updated October 2017

Ratified by School Council October 2017