

# Student Wellbeing and Engagement Policy 2023

## Containing Restorative Practice Guidelines



Prepared using the guidelines outlined in the School Policy Advisory Guide found at the following link

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

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**Help for non-English speakers.** If you need help to understand the information in this policy please contact the school office on 9786 6066.

## PURPOSE

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

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

Kananook Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

This policy applies to all school activities, including camps and excursions.

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# POLICY

## SECTION 1. SCHOOL PROFILE

Kananook Primary School's land size is approximately 2 hectares with plenty of mature trees and shaded areas, making it one of the largest school sites in Seaford.

Kananook Primary School has:

- A senior wing (Cooinda) which houses 3 classes, containing double and triple size classrooms, wet areas, central learning space, private office learning spaces and teacher work areas. This building also houses STEM classes and The Nook (Library). The Learning Specialist and tutor room is also housed in this building.
- An award-winning middle school facility which houses junior classes P-2 (Djimbana). This architecturally designed learning space has stand up work benches, reading nooks and a small amphitheatre learning area. Further down in this building is the Year 2/3 classes. The Art room and another break out space (tutor room) is also housed in this area.
- Large multi-purpose hall
- Environment Centre comprising of a vegetable patch, orchard, potting shed and undercover area for students to propagate plants.
- Covered and locked bike shed
- Courtyard with gazebo and gas BBQ
- Soccer and football ovals
- Tennis court/volleyball court
- Two basketball courts
- Large adventure playground
- Prep adventure playground
- Chicken Coop
- Kid's Kitchen
- Before and After School facilities for Kananook students only, and Vacation Care for the wider community

### ***Enrolment***

Enrolment is currently stable at around 170-180 students

### ***Education Attainment***

The Student Family Occupations (SFO) index is currently 0.6890.

### ***Staffing Profile***

Kananook's staff consists of:

- 6 full time classroom teachers
- 2 x .6 part time classroom teachers
- 4 part time specialist teachers (STEM, PE, ART, LIBRARY)
- 5 Education Support staff members
- 1 Tutor (0.2)
- 0.6 Business Manager + 0.6 Office manager

- Disability and Inclusion Officer 0.2
- Learning Specialist 0.6
- Assistant Principal/Primary Wellbeing Officer
- Principal

### ***School Location***

Kananook Primary School is situated in the suburb of Seaford and is part of the Northern Peninsula Cluster of the Southern Metropolitan Region. The school is set on spacious grounds in a residential area close to Kananook Creek and a short distance from Seaford and Long Island Beaches. It is bordered by Wells Rd, Buna Ave, Boonong Ave and Lyster Close. The school has been described as “Seaford’s Hidden Gem” by many visitors and is full of pleasant surprises as you wander through the spacious outdoor areas that spread out towards the back of the school.

## SECTION 2. School Values, philosophy and vision

### *Values*

The school community has developed four school values, which underpin our relational learning philosophy. These values promote:

- **Excellence:** in the achievement of individual and team goals (**Do your very best**) Children and staff would display this value by putting in effort, being positive, trying their best, working as a team player, accepting challenges and knowing their learning goals.
- **Responsibility:** for our words, actions and learning (**Be in charge of yourself**) Children and staff would display this value by being responsible for their words, actions, belongings, learning and school property.
- **Tolerance:** of diversity and individual differences (**Understand and accept that people are different**) Children and staff would display this value by respecting people's differences, treating others how they would like to be treated, choosing their words carefully, showing patience, letting other people have a voice and listening, thinking of other people's feelings.
- **Integrity:** of individuals in their words, actions and relationships. Children and staff would display this value by dealing with things honestly and respectfully, being ready to learn, working together to create a safe and happy place to learn and respecting the opinions of others. (**Follow the rules and promises made at KPS**)

a. These core values are reflected in the **four school rules** that guide behaviour and learning at Kananook Primary School. These rules are;

- Take ownership for your own learning and the learning of others (**Excellence**)
- Take care of your own safety and the safety of others (**Tolerance**)
- Take care of school property and the property of others (**Responsibility**)
- Follow all staff members' instructions in a respectful manner (**Integrity**)

b. These core values are also reflected in THE STUDENT PROMISE declared at each Assembly.

- I promise to make Kananook a happy place (Integrity)
- I respect other people and their differences (Tolerance)
- I'm responsible for my actions (Responsibility)
- I always do my best (Excellence)
- I am proud of my school

c. **THE MOTTO:** Today's Learning - Tomorrow's Future

## ***Philosophy***

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

## ***Vision***

Our school's vision is to foster excellence in learning and positive relationships, which build the foundations for life success.

It aims to prepare students to contend with a very dynamic 21<sup>st</sup> century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Kananook Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of both academic achievement and social behaviour. At Kananook Primary School we promote "learning together".

## SECTION 3. Wellbeing and Engagement Strategies

Kananook Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school and that the needs of students will change over time as they grow and learn.

A summary of strategies and beliefs that are implemented at Kananook Primary School are outlined below:

### **UNIVERSAL ENGAGEMENT STRATEGIES**

#### ***Preventative School Culture***

The foundation of Kananook's positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and where students have every opportunity to meet their personal and educational potential, through our Response To Intervention Model (Appendix 3). A key component of Kananook's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour. This is achieved by the implementation of [Restorative Practices](#) throughout the school.

The Wellbeing Team, consisting of our Wellbeing Officer, Disability and Inclusion Officer and School Support Officers, regularly consult with students, parents/carers, teachers, support organisations and the wider community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is supported through a student-centred approach involving personal learning goals, self and peer assessment and students monitoring and reporting on their own learning. Student voice is also encouraged through participation in the Student Representative Council (SRC), formulation of classroom rules and expectations and class conferences (Circle Time). Through SRC meetings and fortnightly SRC class visits all students have the opportunity to have input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The SRC is encouraged to respond to and implement student suggestions. The SRC Canteen, annual Chess Tournament and the establishment of lunch time clubs are all student initiatives. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the wider community.

Our positive school culture is also centred on student engagement being the basis for learning. To support this, the Professional Learning Teams are actively engaged in developing classroom practice to ensure that our pedagogy (the technique used by an instructor to foster and facilitate learning by another) and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy in the delivery of the Victorian Curriculum. Appendix 2 and 3 show how this is implemented at Kananook.

Kananook aims to improve student wellbeing with a focus on enhancing social skills, improving student motivation and behaviour and increasing learning confidence (refer to Appendix 1 for details).

## ***Parental Engagement***

Kananook regards parents as vital partners in the educational process and seeks and appreciates their active participation through the PTF (Parents Teachers and Friends), School Council and School Council sub-committees. Parents are welcomed and encouraged to participate in a wide range of school activities including supporting teachers and students in classrooms, in student programs such as the SRC canteen and on camps and excursions. The PTF is an integral part of the school and organises fundraisers such as special lunches, BBQs, discos, Mothers' and Fathers' Day stalls and Christmas and Easter raffles. School Council requires input from its various subcommittees, the PTF, the SRC, Principal and staff.

The role of parents as partners in learning at Kananook can be observed in their participation at Student Support Group meetings, parent/teacher interviews and informal parent/teacher meetings.

Kananook effectively communicates with parents through our comprehensive Website, Updated App, Seesaw, Facebook, annual information sessions, Prep transition program, phone calls, informal meetings and/or conversations, new parent welcoming afternoon tea and assemblies.

Whole-school annual events such as Open Night held during Education Week, Musical Production held at the Frankston Arts Centre and the Christmas Concert are well attended and well received. Mid-year Parent/Teacher interviews are a highlight for the staff as we have consistently achieved 90% attendance at this event.





## Restorative Practice Guidelines

### Rationale

The purpose of these guidelines is to drive the practice of teachers and school leaders to encourage positive behaviours, sound wellbeing, healthy self-discipline and a strong, sustainable school culture.

All schools have a mandate and an obligation to provide an environment that is challenging and safe for all stakeholders – students, staff and families. Within this mandate, we incorporate our strategic intention to be a school where our stated values of **Excellence, Responsibility, Tolerance and Integrity** are manifested in our work.

The approach that our school has chosen to underpin our practice and the resultant culture is **Restorative Practices**. Restorative Practices connects most directly to our intentions for Student Engagement and Wellbeing.

### Philosophy

- Restorative Practices is underpinned by some key philosophical beliefs that the school's leadership have identified as being critical to cultural success:
- Restorative Practices effectively teaches students to take responsibility for their actions.
- Restorative Practices requires shifts in language that staff need to embed in practice.
- Restorative Practices is about learning to accept conflict as normal, to focus on the harm caused by it and respond in terms of building relationships in a response to the conflict.
- Restorative Practices requires both preventative and responsive procedures to be deployed in all learning environments.
- Restorative Practices is about maximising a firm and a fair approach in a consistent fashion.
- Restorative Practices is about acknowledging the past without becoming mired in it. It's about moving from past, to present and to the future.
- Restorative Practices provides a set of useful questions to use as a guide for our intentions for dealing with conflict, bullying and poor behaviour choices.
- Restorative Practices is about confronting students with the genuine impact of their behaviours and compelling them to make amends.
- Restorative Practices is proven through an extensive body of research to be the best available methodology for reducing the instances and severity of bullying.
- Restorative Practices is about asking questions and promoting higher levels of thinking as a means for engaging students with improved behaviour trajectories.

## Implementation

A multitude of strategies for full implementation of Restorative Practices are in place. These can be described as both Responsive and Preventative.

### Responsive Strategies

#### Consequences

Within the Restorative Model consequences/punishments may be applied at the professional discretion of teachers and school leaders. Wherever possible, these consequences will be:

- Previously negotiated with students.
- Designed to allow further reflection and planning for action.
- Linked to individually differentiated high expectations.
- Deployed as an extension to the Restorative model rather than an alternative to it.
- Designed to target identified behaviours

#### Suspension/Expulsion

Within the Restorative Model suspensions/expulsions may still be applied at the professional discretion of teachers and school leaders.

Suspension Procedure:

- Final decision to suspend (internally or externally) rests with the Principal.
- The Principal and/or relevant staff will contact parents/families directly to inform of the suspension term and reason. This will be followed up with a formal letter.
- Any student suspended will be provided with a reflection sheet to complete during suspension and will be personally supported to complete this prior to re-entry to school.
- The school will be available to meet with parents/families during suspension to determine strategies more likely to prevent recidivism upon re-entry.
- At the conclusion of suspension, a school leader will convene a re-entry meeting compulsory for the student, parents and affected people to attend so that the student has full opportunity to make amends and to re-enter the school environment successfully and without stigmatising residual shame/embarrassment.
- Where possible, a class re-entry circle is conducted so that classmates can support a successful new beginning for the suspended student.

### Preventative Strategies

Outlined in our Restorative Practice Action Plan this document ensures action in four key domains:

- Staff Discussion and Learning Opportunities
- School Community
- Behavioural targets for Classrooms and the Playground
- Planning and Programming Considerations

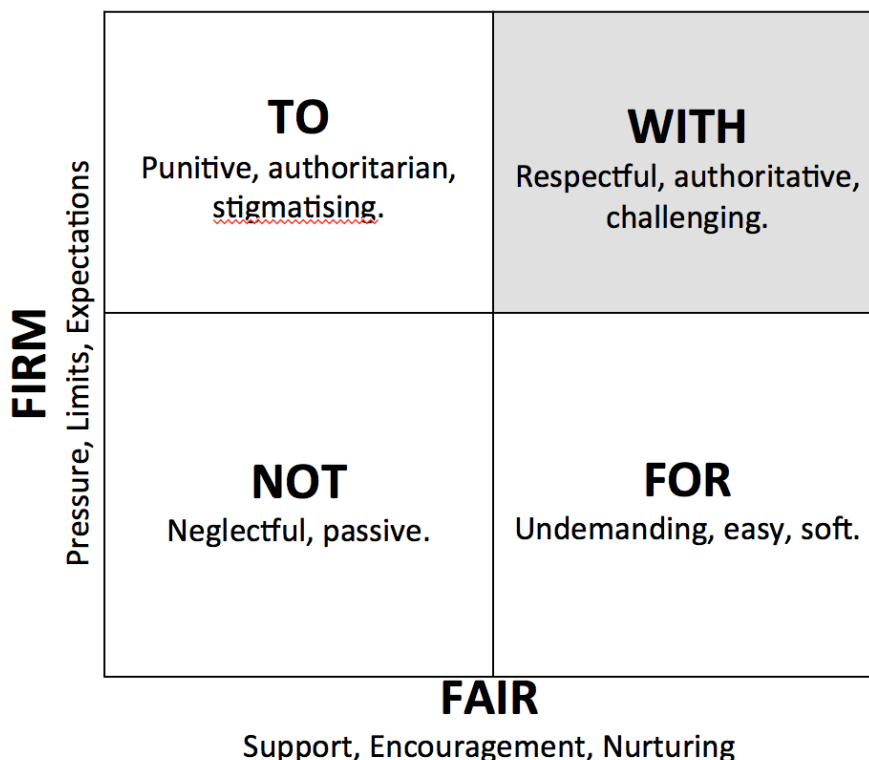
Our [Student Engagement Plan](#) is designed as the public manifestation of this policy. It demonstrates the key factors associated with [Restorative Practices](#) implementation, including:

- The Restorative Continuum
  - Affective Statements
  - Affective Interactions
  - Small Impromptu Conferences
  - Circles – Check-In, Check-Out, Response, Preparation and Learning
  - Formal Conferencing

- The Restorative Questions (contextually adjusted for age appropriateness)

For those who have done the wrong thing.	For those who have been harmed or affected.
What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you did? And how? What do you need to do to make things right?	What did you think when you realised what happened? How has this affected you and others around you? What's been the hardest part for you? What do you think needs to happen to make things right?

- The Restorative Operating Domains



- Behaviour Support Plans are also implemented to support students whose behaviour demonstrates the need for individualised intervention.

Kananook believes that consequences are an essential part of people being held accountable and responsible for their behaviour ([see Restorative Practices Guidelines](#)).

The Department Guidelines will be used when dealing with the following consequences:

- Detentions
- Suspensions
- Expulsions

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

## *Other Universal Engagement Strategies*

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Kananook Primary School use the E5 model of instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Kananook Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- opportunity for students to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Learning Specialist, Assistant Principal and Principal whenever they have any questions or concerns.
- opportunities for cross—age connections amongst students through school plays, athletics, music programs, lunch time clubs and flexible groupings
- opportunities through strong student/teacher relationships for students to self-refer to the Student Wellbeing Officer and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- school wide positive behaviour programs, which includes programs such as:
  - Respectful Relationships
  - [Restorative Practices](#)
- student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs
- Implementation of our RTI (Response to Intervention Model, Appendix 3)

## **TARGETED AND INDIVIDUAL STRATEGIES** (See appendix 3)

We acknowledge that some students and targeted cohorts may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Kananook Primary School implements a range of strategies that support and promote targeted and individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture- refer to our \*\*\*\*\* for further information.
- We provide a positive and respectful learning environment for out students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support.
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program.

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- engagement with Smith Family for scholarships to support families
- engagement with Paediatrician for in school consultations
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out of Home Care including being given an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care

- Koorie students
- Identified as having substantial and extensive adjustments made in their day to day learning
- and with other complex needs that require ongoing support and monitoring.

## SECTION 4. Identifying students in need of support

Kananook Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Officer and the Disability and Inclusion Officer play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Kananook will utilise the following information and

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Meetings with staff to discuss NCCD data in relation to adjustments being made to all children in their class

The [Response to Intervention model](#) is at the forefront of intervention processes at Kananook Primary School. Teachers will work through the 3 tiers according to the needs of individual children and make adjustments as necessary. (See appendix 3)

Kananook is currently in a Real Schools Partnership where support is provided through the provision of:

- Professional Development for staff
- Videos, professional articles, webinars and ebooks
- Annual parent sessions to support awareness and involvement.
- Mentoring and Coaching to build Implementation Plans, supporting documents and policy development.

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

Kananook Primary School will make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, other staff/teachers, independent experts, or a combination of these people.

At Kananook Primary School we will ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. Kananook Primary School will also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

We will consider all likely costs and benefits, both direct and indirect, for our school, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to our school if the student participates.



## SECTION 5. STUDENT RIGHTS AND RESPONSIBILITIES

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

### *Rights and Responsibilities of the School Community*

The following rights and responsibilities are listed to provide **all school community members** with a clear understanding of what can be expected of them.

**Student expectations** are actively taught to ensure our students understand what is expected of them and what they can expect from each other.

Rights	Responsibilities
<p><b>All members</b> of Kananook Primary School community have a right to:</p> <ul style="list-style-type: none"><li>Fully participate in an environment free of discriminatory behaviour including racist, sexist, ability-based, socio-economic based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</li><li>Be treated with respect and dignity</li><li>Feel valued, safe and supported in an environment that encourages freedom of thought and expression</li></ul>	<p><b>All members</b> of Kananook Primary School community have a responsibility to:</p> <ul style="list-style-type: none"><li>Acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community</li><li>Participate and contribute to a learning environment that supports the learning of self and others</li><li>Ensure their actions and views do not impact on the health and wellbeing of other members of the school community</li></ul>
<p><b>All students</b> have a right to:</p> <ul style="list-style-type: none"><li>Work in a secure environment where without intimidation, bullying or harassment they are able to fully develop their talents, interest and ambition</li><li>Be treated with respect and fairness as individuals</li><li>Expect a learning program that meets their individual needs</li><li>Participate fully in the school's educational program</li></ul>	<p><b>All students</b> have a responsibility to:</p> <ul style="list-style-type: none"><li>Attend regularly and punctually</li><li>Be prepared to learn and with support from teachers participate fully in the school's educational program</li><li>Display positive behaviours that demonstrate respect for themselves, their peers, their teachers, the environment and all other members of the school community</li><li>Demonstrate respect for the rights of others, including the right to learn</li><li>Develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals</li></ul>
<p><b>All teachers</b> have the right to:</p> <ul style="list-style-type: none"><li>Expect that they will be able to teach in an orderly and cooperative environment</li></ul>	<p><b>All teachers</b> have the responsibility to:</p> <ul style="list-style-type: none"><li>Fairly, reasonably and consistently, implement the engagement policy</li><li>Recognise how students learn and how to teach them effectively</li></ul>

<ul style="list-style-type: none"> <li>• Expect to be able to work in an atmosphere of order and cooperation</li> <li>• Use their judgment in the application of rules and consequences</li> <li>• Receive respect and support from the school community</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<ul style="list-style-type: none"> <li>• Know the content they teach</li> <li>• Know their students</li> <li>• Plan and assess for effective learning</li> <li>• Create and maintain safe and challenging learning environments</li> <li>• Use a range of teaching strategies and resources to engage all students</li> <li>• Treat all members of the school community with respect, fairness and dignity</li> </ul>
<p><b>All parents/carers</b> have the right to :</p> <ul style="list-style-type: none"> <li>• Know that their children are in a safe, happy learning environment where they are treated fairly and with respect</li> <li>• Expect a positive and supportive approach to their child's learning</li> <li>• Expect communication and participation in their child's education and learning</li> </ul>	<p><b>All parents/carers</b> have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students, including maintaining confidentiality</li> <li>• Ensure their child adheres to the Dress Code</li> <li>• Ensure their child has the appropriate learning materials</li> <li>• Be mindful that students are only supervised between the hours 8:45 to 3:45 when at school. Outside of those hours students should be placed in the care of the Out of School Hours Care Provider.</li> </ul>

See separate policies of **Parent Code of Conduct** and **Duty of Care Policy** for more explicit details of how the rights and responsibility of the Kananook Primary School community are upheld.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted or a member of the school leadership team. Further information about raising a complaint or concern is available in our **Complaints Policy**.

## SECTION 6: STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Kananook Primary School has developed shared expectations to ensure the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support the individual students and families who come to our school community from a diversity of backgrounds and experiences.

### **The Kananook Primary School Community believes:**

- Every student has the capacity to learn
- Every student should have an opportunity to experience success
- Every student and staff member has the right to learn and work in a safe, caring environment where individual differences are respected
- Every student should have an opportunity to express their opinions and an opportunity to make a positive contribution to the school
- Every parent should have the opportunity to participate in their child's education
- The school has a valuable role to play as part of the community

### ***Staff Behavioural Expectations and Management of Students***

Kananook will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. The school is committed to engaging all students and will only exclude students as a last resort in extreme circumstances.

### **The leadership team will:**

- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation
- Collaborate with the school community to develop policies and procedures consistent with its values, aspirations and DET guidelines
- Develop community partnerships which engage families and the community in ways that support student achievement and success
- Work in partnership to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community links which are inclusive and responsive to student needs
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for all staff to build the capacity to promote positive behaviours

## SECTION 4. Identifying students in need of support

The teachers will:

- Develop flexible pedagogical styles to engage different learners as outlined in the High Impact Teaching Strategies document provided by DET.
- Work within the Restorative Operating Domains (refer to [Restorative Practice Guidelines](#))
- Deliver relevant curriculum and assessment that challenges and extends students' learning and gives students the opportunity to experience success in their learning, as outlined in the Kananook Primary School Curriculum documents.
- Provide inclusive learning experiences and opportunities for our diverse student population (see [Response To Intervention Model](#))
- Develop positive, meaningful and respectful relationships with students that promote engagement, wellbeing and learning
- Create a safe and supportive learning environment in which all students feel confident to take risks, accept challenges and make mistakes
- Be a positive role model
- Demonstrate commitment to and display pride in the school
- Provide opportunities for student voice in developing a positive school culture
- Communicate with parents and provide feedback about their child
- Use the [Restorative Practices Guidelines](#) as a basis for negotiating a class-based set of shared expectations with students
- Use restorative methods when dealing with students in their care
- Teach students social competencies through curriculum content and pedagogical content
- Employ the restorative practices approach that reflect the behaviours expected from students and which focus on supporting positive behaviour
- Build a collegiate atmosphere with all staff members to share and support each other to reflect on behaviour management strategies
- Involve appropriate specialist expertise where necessary

### ATTENDANCE MANAGEMENT

In compliance with DET procedures the leadership team and teachers will:

- Promote regular attendance with all members of the school community
- Monitor and follow up on absences

### *Student Behavioural Expectations and Management*

**Behavioural expectations of students are grounded in our school's Statement of Values.**

All students are expected to:

- Have high expectations that they can learn
- Participate actively and positively in all teaching and learning experiences
- Respect, value and learn from the difference of others
- Accept increasing levels of responsibility for the learning and wellbeing of themselves and others
- Engage in the restorative practices approach being implemented at KPS

### ATTENDANCE

All students are expected to attend school punctually and regularly, unless ill. If students cannot attend school an explanation from a parent or carer must be provided.

## **BEHAVIOUR**

Students are expected to:

- Support each other's learning by behaving in a way that is respectful and enquiring
- Have high expectations that they can learn and be willing to have a go
- Be considerate and supportive of classmates and teachers
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- Understand that bullying and harassment, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be aware of what constitutes bullying
- Value school resources

## ***Parent/Carer Expectations***

Parents and carers are expected to:

- Support the school's efforts to educate its students to live in a diverse world by promoting and understanding diversity at home
- Help the school provide student-centred actions, providing all relevant information to the school and informing the school directly and promptly of any concerns
- Actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student/parent/teacher meetings, information sessions, student activities, school celebrations, student support group meetings (SSG's) and by reading and/or responding to school communication (newsletters, notices, phone calls, letters, permission or consent forms) in a timely manner
- Provide essential education items such as classroom requisites and correct uniform
- Provide healthy snacks and lunches to assist learning and concentration
- Check child's hair weekly for head lice

## **ATTENDANCE**

Parents/carers are expected to ensure that their children attend school regularly and punctually and that if a child is absent, parents/carers advise the school of the absence and reason for the absence as soon as possible. Parents/carers are also expected to ensure enrolment and contact details are up to date.

## **BEHAVIOUR**

Parents/carers should understand the school's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

## SECTION 7: ENGAGING WITH FAMILIES

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

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

- Ensuring that all parents have access to our school policies and procedures available on our school website
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communications Policy.
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families in school decision making
- Coordinating resources and services from the community for families
- Including families in Student Support Groups and developing individual education plans for students
- Establishing a detailed and engaging Prep Transition Program
- Establishing a P and F
- Using SeeSaw Communication App

## SECTION 8: EVALUATION

Kananook Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs. Sources of data that will be assessed on an annual basis include:

- Student survey data
- Incidents data
- School reports
- Parent survey
- Case management
- CASES21, including attendance and absence data
- SOCS
- Disability and Inclusion data

**COMMUNICATION OF POLICY** This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Messaging parents/care givers using the SeeSaw for Schools App
- Included in induction processes for staff
- Discussed at staff meetings and briefings as required
- Hard copy available from school administration upon request

## SECTION 9: REFERENCES

Strategies to promote and impact attendance	<a href="https://www2.education.vic.gov.au/pal/attendance/guidance/7-attendance-improvement-strategies">https://www2.education.vic.gov.au/pal/attendance/guidance/7-attendance-improvement-strategies</a>
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>
Real Schools	<a href="http://www.realschools.com.au/">http://www.realschools.com.au/</a>

<b>DEVELOPED/REVIEWED</b>	May 2023
<b>CONSULTATION</b>	<ul style="list-style-type: none"> <li>• SRC –</li> <li>• Parents –</li> <li>• Staff –</li> <li>• School Council –</li> <li>• Education sub-committee</li> </ul>
<b>ENDORSED BY PRINCIPAL</b>	
<b>SCHOOL COUNCIL ENDORSED</b>	
<b>EVALUATION</b>	This policy will be reviewed every two years as part of the school's review cycle, or as required due to changes in relevant Acts, Laws, DET mandates, or should situations arise that require earlier consideration.



## APPENDIX 1: Restorative Practice Plan 2022/2023

## SECTION 10:APPENDIX

Term	Discussion and Learning Opportunities	School Community	In Classrooms and the Playground	Programming and Planning
<b>T4 2022</b>	<ul style="list-style-type: none"> <li>Email out the Real Schools Webinar "Individual Behaviour Plans" to be followed up by brief discussion in year level teams.</li> <li>Email out the Real Schools Webinar "Restorative Circles" to be watched as a team</li> <li>Email Teacher Practice article on Affective Statements to staff.</li> <li>Unpack the Student Engagement Plan (SEP) as a whole staff across approximately 10 minutes at Staff Meeting to break-out and discuss implications.</li> <li>Conduct next Real Schools Professional Learning Day focused on Restorative Practices (Friday 10<sup>th</sup> March).</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Restorative Practices through Newsletter &amp; Website.</li> <li>Presentation of and Restorative Action Plan (RP) to School Council.</li> <li>SEP to be launched and included as part of a newsletter.</li> <li>SEP to be included in school enrolment pack along with a blurb on Restorative Practice.</li> </ul>	<ul style="list-style-type: none"> <li>Class check-in and check-out circles are being implemented.</li> <li>Student Engagement Plan displayed on classroom walls and other prominent places.</li> <li>Affective Language used in interactions with students.</li> <li>Operating Domains posters on classroom walls.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct RP Confidence &amp; Competence survey and review data report.</li> <li>Build our MPPS Student Engagement Plan (SEP).</li> <li>Commence review of Student Engagement &amp; Wellbeing Policy with restorative intent.</li> <li>IBPs established for identified kids.</li> </ul>
<b>T1 2023</b>	<ul style="list-style-type: none"> <li>Establish one whole-staff meeting to view the Real Schools Webinar recording "Restorative Classrooms".</li> <li>Adam to attend to conduct Teacher Coaching (1hr in classrooms &amp; 1 hour presentation on classroom circles).</li> <li>Year level meetings to include agenda items on Real Schools Teacher Practice article or Staff Meeting Conversation Starter.</li> <li>Real Schools In-Class Support Day to be conducted (Date TBC)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reference to Restorative Practices in Newsletters &amp; Website.</li> <li>School Leaders to reference Restorative Practices at assemblies.</li> <li>Begin text messaging service or app to communicate restorative snippets.</li> <li>Real Schools Parent Information Session to be conducted – "Bully-Proofing Your Child".</li> </ul>	<ul style="list-style-type: none"> <li>Staff to incorporate an initial selection of Response, Preparation and Learning Circles.</li> <li>Student conflicts in the classroom and playground are consistently addressed by all teachers using restorative methods and natural justice.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct basic Social Outcomes and School Climate surveys.</li> <li>Evidence of time (no more than 15 minute blocks) allocated to various circles in timetables and/or work programs.</li> <li>Evidence of Restorative Practices in developing current School Strategic Plans and Policy.</li> </ul>
<b>T2 2023</b>	<ul style="list-style-type: none"> <li>Develop creative means and roleplays/scenarios/videos for staff to re-visit PL concepts.</li> <li>Year level meetings to address five topics – Circle Time, Firm/Fair, Affective Statements, Resolving Conflict &amp; IBP students.</li> <li>Establish one whole-staff meeting to view the Real Schools Webinar recording "Classroom Management Plans".</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reference to Restorative Practices in Newsletters &amp; Website.</li> <li>Provide electronic or paper download of Adam's parent sessions to Parents.</li> <li>Michael to include RP concepts with students in the radio show.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of values and desired behaviours for our classes through Restorative Circles.</li> <li>Explicit teaching of Restorative Practices to students.</li> <li>Preparation and Response Circles being used explicitly in classrooms.</li> <li>Student Leaders to create a video on "How we solve problems at KPS?".</li> </ul>	<ul style="list-style-type: none"> <li>Year Level teams will work together to introduce Classroom Management Plans.</li> <li>Teachers programming for the explicit teaching of Restorative Practices.</li> </ul>
<b>T3 2023</b>	<ul style="list-style-type: none"> <li>Other actions to be determined as a result of Strategic Planning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reference to Restorative Practices in Newsletters &amp; Website.</li> <li>Students demonstrating restorative role-plays at assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Student rewards and recognition are linked to values, resilience and appropriate social behaviours.</li> <li>Evidence of student familiarity with restorative language.</li> <li>Regular use of restorative circles for an increasing variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and discussion opportunities exist for Restorative Practices evidence in Classroom Management Plans, in Peer Observations and PLC discussions.</li> <li>Re-survey staff through the Staff Confidence survey.</li> </ul>

## APPENDIX 2: Student Engagement Plan



# Kananook Primary School Student Engagement Plan

## OUR SCHOOL VALUES

EXCELLENCE

INTEGRITY

RESPONSIBILITY

TOLERANCE

### WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.

INFORMAL

**AFFECTIVE STATEMENTS** – We include feelings words and language to address low level yet high frequency behaviours.  
**Time investment** – 1-3 seconds

**AFFECTIVE INTERACTIONS** – We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.  
**Time investment** – 1-3 minutes

**SMALL IMPROMPTU CONFERENCES**– we use Restorative Questions to solve problems amongst and between groups.  
**Time investment** – 9-10 minutes

**LARGE GROUP** – We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.  
**Time investment** – less than 15 minutes.

FORMAL

**FORMAL CONFERENCING**–For the most serious, high impact behaviours and ongoing problems. **Time investment** – 60 minute Conference and up to 2 days of preparation

FREQUENCY  
TIME INVESTMENT

### WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send students from the room (TO) with a view later repairing the harm (WITH).
- When removed, all students will be exposed to Affective Interactions facilitated by available School Leaders, unless otherwise mutually arranged.
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any internal or external suspension that might be required.
- We solve all problems Restoratively, through the lens of high expectation & high support.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

### RESTORATIVE QUESTIONS

#### FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

#### FOR THOSE WHO HAVE BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

FIRM

TO

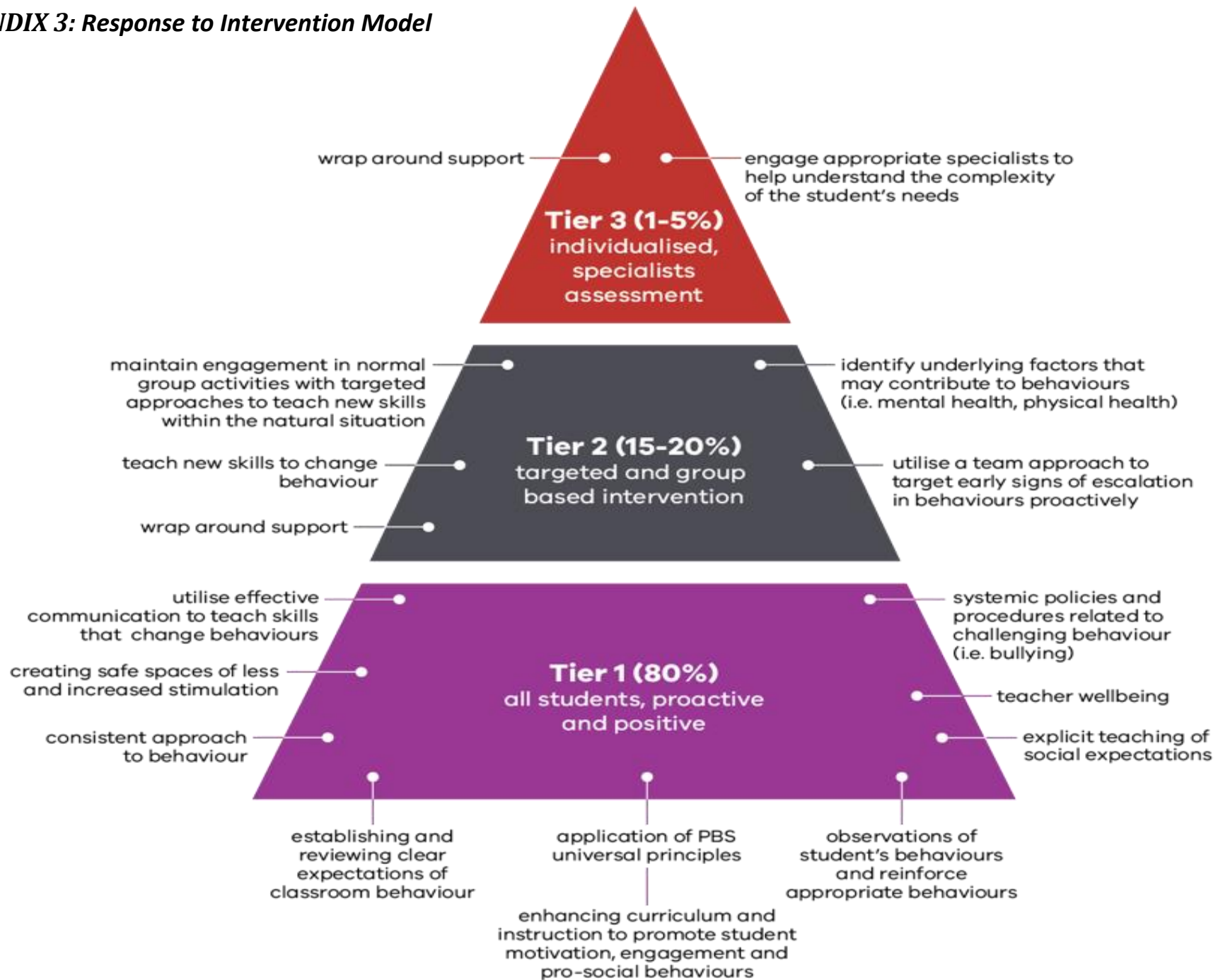
NOT

WITH

FOR

FAIR

### APPENDIX 3: Response to Intervention Model



## 80% of students; proactive and positive

Interventions provided to all students, includes universal screening progress monitoring, evidence based teaching practices.

TIER 1: differentiated adjustments	WHAT THIS LOOKS LIKE AT KANANOOK
Creating safe spaces of less and increased stimulation	<p>Classroom environments that cater for the needs of different learning styles and emotional states.</p> <ul style="list-style-type: none"> <li>● Reset zones</li> <li>● Headphones</li> <li>● Partitioned booths (permanent and temporary)</li> <li>● Grouped tables</li> <li>● Individual tables</li> <li>● Quiet spaces</li> <li>● Stand up tables</li> <li>● Instruction zones</li> <li>● Reading nooks</li> <li>● Visual Routine Displays</li> <li>● Anchor charts</li> </ul>
Consistent approach to behaviour	<p>Real Schools - Whole School Restorative Approach</p> <p>Zones of Regulation - social and emotional development program</p> <p>Working within the “With” (Firm but Fair)</p>
Establishing and reviewing clear expectations of classroom behaviour	<ul style="list-style-type: none"> <li>● Class rules</li> <li>● School rules</li> <li>● Rules within Year levels to support the method of instruction being implemented.</li> <li>● Expected Behaviour Visuals</li> <li>● Teachers working within the “With” Teaching Domain the majority of the time and being aware of the need to monitor where they are placed at any given moment of time.</li> </ul>
Enhancing curriculum and instruction to promote student motivation, engagement and pro-social behaviours.	<ul style="list-style-type: none"> <li>● High Impact Teaching Strategies</li> <li>● E5 Instructional model</li> <li>● E5 Planning templates for English</li> <li>● Use of student voice to improve student agency with their learning</li> <li>● Use of 3 senses to introduce new concepts (multisensory) eg. Words, pictures, gestures. This also means the use of concrete aides wherever possible.</li> <li>● Clearly documented Curriculum document and Assessment schedule</li> <li>● Differentiated lesson content to suit needs</li> <li>● Whole School Approach to phonics and spelling</li> <li>● Explicit Reading Program to enhance the delivery and engagement of children with reading: THE USE OF DAILY 5 TO TEACH READING STRATEGIES (CAFÉ-comprehension, accuracy, fluency and expand vocabulary)</li> <li>● Flexible grouping arrangements and shared teaching responsibilities within and across Year levels.</li> <li>● Specialist Programs</li> </ul>

	<ul style="list-style-type: none"> <li>● Extra-Curricula Activities- Lunch time clubs</li> <li>● Restorative Circles</li> <li>● Top Ten Differentiated Maths Program</li> <li>● Flexible grouping - stage not age approach</li> <li>● Student agency through numeracy goal setting</li> <li>● SRC - Students representative council</li> </ul>
Observations of student's behaviours and reinforce appropriate behaviours	<ul style="list-style-type: none"> <li>● Certificates of achievement</li> <li>● Class incentive programs</li> <li>● Incident reports on Xuno</li> </ul>
Explicit teaching of social behaviours	<p>Engagement in the support of Real School Program and implementation of the Student Engagement and Wellbeing Policy</p> <p>Zones of Regulation - social and emotional development program</p>
Teacher wellbeing	<p>Engagement of SSSO for support when needed</p> <p>Curriculum days focusing on Wellbeing</p> <p>Team teaching support</p> <p>Mindfulness PD opportunities</p>
Systematic policies and procedures related to challenging behavior (eg bullying)	<p>Student Engagement and Wellbeing Document</p> <p>Restorative Practice</p> <p>Reporting of incidents in Xuno to monitor frequency of behaviours in children.</p> <p>Child Safe Policies</p>
Application of PBS (Positive Behaviour Support) universal principles.	<p>Restorative Approach</p> <p>Being Respectful</p> <p>Modelling Behaviours</p> <p>Having Clear Expectations</p> <p>Maintaining Routines</p> <p>Dealing with Chronic Misbehaviours</p> <p>Implementing School Values and aligning these with certificates of achievement and the Kananook Promise</p>
Utilize effective communication to teach skills that change behaviour	<p>Restorative Approach</p> <p>Common language of "Past, Present, Future" when trying to change behaviours.</p> <p>Whole school approach to using consistent language</p> <p>Zones of Regulation - social and emotional development program</p> <p>Targeted Behaviour approach (working on small targets to achieve successful behaviour modifications.)</p>

## 15-20% Targeted and Group Based Intervention

May include discussion at wellbeing meetings, assessments such as ABLES, SMART goals, vision and hearing assessment, group intervention etc.

### TIER 2: Supplementary Adjustments

### What this looks like at Kananook

Maintain engagement in normal group activities with targeted approaches to teach new skills within the natural situation.

IEP (Individual Education Plan)  
Curriculum Adjustments:  
Differentiated learning approach to teaching and learning: KPS curriculum programs have been specifically chosen to engage children and to include supplementary support through the delivery of these programs  
Classroom modifications: seating arrangements, quiet spaces, movement opportunities  
Assistive Technology - for example speech to text,  
Learning Specialist - data informed tutoring intervention  
Additional educational support staff assistance  
Modified equipment/furniture  
ABLES assessments where appropriate  
EOI and MOI used to help target needs

Teach new skills to change behaviour

Behaviour Management Plans scaffolding achievements for success Explicit Instruction and reward systems  
  
Small group work for social skills

Wrap around support

Involvement of SSSO for support and further testing  
  
Discussions with Wellbeing Officer and Disability and Inclusion officer  
  
Staff Debriefings  
  
Home-School communication - book, email etc

Identify underlying factors that may contribute to behaviours (i.e mental health, physical health)

Referral to the paediatrician  
  
Prep Screening  
  
Peninsula Health Dental Check --- Smile Squad  
  
State School Relief Eye Screening  
  
Referral to School Psych  
  
Referral to Oz Child Shine Assistant Counsellor

Utilize a team approach to target early signs of escalation in behaviours proactively

Involvement of Staff Wellbeing Officer to coordinate a team approach

<b>1-5% Individualised, specialist programs</b>	
<b>A comprehensive assessment may be reasonable.</b>	
<b>TIER 3: Substantial and Extensive Adjustments</b>	<b>What this looks like at Kananook</b>
<b>Wrap around support</b>	Wellbeing team for support IEP SSO (School Support Officer) SSG meetings Care Team Meetings Students Health Support plan Behaviour Support Plan Individual / personalised visual supports Playgroup supervision / support schedule Intervention Tracking forms Disability and Inclusion Profiling
<b>Engage appropriate specialists to help understand the complexity of the student's needs.</b>	Follow up with outside agencies for assistance. eg. SSSO's NDIS Allied Health professional sessions Outlook KESO Pediatrician ELM's Child First Orange Door Oz Child Shine Assist Counselor SDC Outreach and Intake Integration Aids (SSO)

