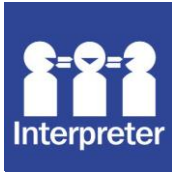




Lysterfield Primary School

STUDENT WELLBEING AND ENGAGEMENT



Help for non-English speakers

If you need help to understand the information in this policy please contact lysterfield.ps@education.vic.gov.au.

PURPOSE

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

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

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

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

SCOPE

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

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POLICY

1. School profile

Lysterfield Primary School is situated in a relatively quiet residential area. Located on the outskirts of Melbourne's Eastern suburbs, the school is at the base of 'The Dandenong Ranges'. The original school was established in 1877 and located on Wellington Road and in 1997 was relocated to Bellfield Drive, Lysterfield. Current enrolment is 537 students and the school is expected to maintain this approximate number. Lysterfield PS is part of the Rowville cluster of schools which includes Park Ridge PS, Heany Park PS, Rowville PS and Karoo PS and the two campuses of Rowville Secondary College.

The school buildings are attractive and well maintained. Students are accommodated in permanent and re-locatable classrooms, there is a community built multi-purpose classroom, medium sized hall and a canteen. There is a wide range of interesting outdoor spaces with shade for students and the school grounds have been designed with active and passive areas and to cater for the needs of all students. There is a wonderful synthetic turf play area and a soccer ground. The school has the use of the adjacent Lakesfield Reserve for lunchtime and sport activities.

Lysterfield PS has a low Student Family Occupation density of 0.2358 which means the school has a high socio-economic status. Parents have high expectations of the school for their children's learning, welfare and discipline, and there is a strong partnership between home and school. The school is generally mono-cultural. However, there has been a slight increase of students from non-English speaking backgrounds in recent years.

Lysterfield PS has 35 teaching staff and 17 non-teaching staff, including administration, integration aides, and a canteen manager. Students are mainly in straight grades. Teachers are organized in teams across the school based on the Victorian Curriculum levels of Foundation, Junior (Gr 1-2), Middle (Gr 3-4) and Senior (Gr 5-6). Staff meet weekly as a whole staff as well as in level teams. The leadership team, school improvement team and Curriculum Leaders meet weekly. The Victorian Curriculum provides the basis of the curriculum. Specialist programs are provided in visual arts, performing arts, Mandarin and physical education, sustainability/environmental studies, challenge/extension, enrichment support and extensive programs are provided in student leadership, information communication technology and restorative practices.

The work of the school council, parent's association and the parent community is evident throughout the school in improved facilities and equipment for students and teachers. A number of enthusiastic parents have provided many hours of voluntary work in school maintenance tasks and fund raising.

The school community is committed to improving student learning outcomes particularly in literacy and numeracy. In recent years student attitudes to school have improved significantly to show almost all of the teaching and learning variables to be in the fourth quartile of the state in both years 5 and 6. Improvement is also seen quite dramatically in the Parent Opinion Survey. Parents report significant improvements in learning focus and general satisfaction, along with most other variables. The staff opinion survey has generally been above the state mean throughout recent years.

General feedback from preschools, secondary colleges, parents and teachers substantiates the effectiveness of the school's transition program. Prep/Foundation students are eager to start their education at Lysterfield Primary School and generally settle well into school life. Teachers report a



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calm, yet enthusiastic start to the year and parents rate transitions highly on the parent opinion survey. Year 6 students move on to a large number of secondary colleges, many of which are outside of the local network. The school has a good relationship with the local secondary school, Rowville Secondary College.

1. SCHOOL VALUES, PHILOSOPHY AND VISION:

Lysterfield Primary 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. Lysterfield Primary School acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Lysterfield Primary School is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and Harassment Policy for more information.

Values, Philosophy and vision guide our actions and interactions within the school and with the community. We hold each other to account in the enactment of these.

Our Values are:

CURIOSITY	<ul style="list-style-type: none">• I ask questions to learn
ACCEPTANCE	<ul style="list-style-type: none">• I am tolerant and sensitive to others
RESPECT	<ul style="list-style-type: none">• I show respect to myself, others and the environment
RESILIENCE	<ul style="list-style-type: none">• I show grit and perseverance
INTEGRITY	<ul style="list-style-type: none">• I am honest and responsible for my actions

Tag line : Curious, Confident, Successful

Our Vision: LPS develops students who are curious about the world around them and confident in their knowledge and skills to be successful in the future.

3. GUIDING PRINCIPALS

The following principles guide our vision:

- Children are the centre of everything we do
- Curiosity and growth mindset fosters lifelong learning
- Social and emotional learning is important to develop the whole child
- The pursuit of excellence drives personal success

4. WHOLE SCHOOL PREVENTION STATEMENT

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at



school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

4.1 Engagement Strategies

The school community has worked diligently to purposefully plan and develop student connectedness, engagement and wellbeing. There is an emphasis on the celebration of student achievements, both individual and as a school group, and a focus on engendering pride in the school. Staff are actively engaged in developing classroom practice to ensure that pedagogy 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 the Curiosity and Powerful Learning Program, which guides our practice and behaviours on a daily basis.

A number of whole school programs implemented in recent years ensure student wellbeing and engagement and consistency in teacher practice across the school. The major component of our social and emotional learning is the introduction of the Resilience, Rights and Respectful Relationships (RRRR) program. Students participate in weekly lessons from the program and staff education has resulted in a whole school approach to gender equality and respectful relationships. Along with the RRRR program staff use a restorative practices approach to conflict resolution. Students also participate in our cross-age 'circles program' to reinforce the lessons of the RRRR program and to build connections across the school. The student leadership program and an extensive lunchtime clubs program have been developed and an inquiry based approach to thinking and learning promoted. Our school value of Curiosity is a behaviour valued and encouraged at Lysterfield Primary School, this is evident in learning design, learning intentions and success criteria. Our 'Head Start' program is based on values, high expectations and mutual respect which was introduced into the curriculum to focus on individual learning styles, social/emotional intelligence and team building strategies. The facilitation of this program at the beginning of each year sets the scene for success.

The school community's commitment to enhance student learning outcomes is supported by the strong partnership that exists between teachers, parents and students. Curriculum leadership is fostered through Principal Class, Instructional Leaders, Learning Specialists and Professional Learning Teams. The staff team is dedicated to serving the needs of the community to the best of their ability through their commitment to the school's mission statement.

Student Voice continues to be an area of focus to engage our students further. Three staff continue to engage in professional learning with the Quaglia Institute with the aim to engage all staff in this learning.

Two-way open communication is encouraged for the benefit of each individual student. The school fosters positive relationships with parents and other community members whilst considering the work / life balance of staff. This is well supported by School Council, its sub-committees and Parents Association. Parents are enthusiastically involved in the life of the school through classroom



assistance, parent education programs, Canteen, Special Events and Working Bees. The Parents Association organises fundraising and social activities.

- The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

4.2 Prevention & Student Values Programs

At Lysterfield P.S. we aim to inspire and encourage students to make a positive contribution to our school, local community and world by being motivated to take action and make a difference. We provide opportunities for students to develop their leadership skills. School and House Captains are elected by peers following presentations to Year 5 and 6 classes and School Leaders are selected by teachers from student's nominations. All Student Leaders are invited to attend an Induction program conducted at school. They are invited to attend conferences to increase their confidence and skills to ensure they lead Lysterfield Primary School successfully. Student leaders are responsible for programs within the school e.g. Environment, Technology and School Promotion. The Leaders work with a mentor (teacher) and conduct regular meetings with their teams. Student leaders are involved in making displays, writing articles for newsletters, and speaking at assemblies. Links with the local community are fostered; for example senior students regularly visit the Sherbrooke Private Nursing Home. In addition, Year 5 and Prep students participate in a buddies program each year. Staff have been trained in and facilitate wellbeing programs for example: RRRR, Calm Kids, M Power, Rock and Water.

The school's innovative "CIRCLES" program strengthens relationships across the school and allows for peer tutoring in effective social skills. "CIRCLES" groups are also used for special events i.e. 'Olympic Games' where social bonds are strengthened and leadership skills developed.

5. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Lysterfield Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lysterfield Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers



6. STUDENT RIGHT AND RESPONSIBILITIES

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

Students have the right to:

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

Students have the responsibility to:

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

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

7. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

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

Responding to challenging behaviour

When a student acts in breach of the behaviour standards of our school community, Lysterfield Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our



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school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension (in-school and out of school)
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Lysterfield Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 2**

Suspension & Expulsion for serious disciplinary measures we follow DET Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment will not be used at the School under any circumstances. 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>

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.



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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.

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

Parent's responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 2**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Rights and Responsibilities section 5.6 of this policy.

10. EVALUATION

Data collection and analysis

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

Some 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 or Compass

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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



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FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy Policy

Bullying Prevention Policy

Child Safe Standards Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
Consultation	School Council:
Approved by	Principal
Next scheduled review date	2024

11. APPENDICIES AND RELATED POLICIES

Appendix 1: Student Engagement Strategies

Appendix 2: Shared Behaviour expectations

Appendix 3: Staged response to behaviour issues

Appendix 4: Behaviour Management Process



Appendix 1

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Well defined school values and/or mission statement • Understanding the student through formal assessments, needs • Predictable, fair and democratic classrooms • Establishing agreed school rules and class rules • Fostering feeling of belonging to a school community through "CIRCLES", Multi-age whole school groups. • Maintaining school pride through rituals such as singing the school song and assembly • Acknowledging student achievements through weekly awards, assembly, newsletter, photo gallery for students who represent school at State level • Extra-curricular activities – camps, lunch clubs, computer, chess, gardening, dance, choir, cooking • Opportunities to represent school – Hooptime, Dance Fair, Public Speaking Competitions etc. • Parent Support Programs • School Community events – Open Nights/Afternoons, Concerts, Sports Carnivals, The Fathering Project 	<ul style="list-style-type: none"> • Encouraging pride in self and school through school leadership programs • Opportunities for students to be involved in decision making through Student Voice Council • School programs that foster positive behaviour such as Calm Kids, M Power for Girls, Rock and Water, Social Skills groups, Group counselling sessions • Student Support services – preventative and advice • One on one discussion with student and class teacher/ level coordinator/ Assistant Principal/ Principal/ Social Worker as needed • Parent notification as appropriate • Group or class CIRCLE or class meeting including establishing actions of each person, impact on others and how it is to be "made right" (for minor disagreements involving classmates) • Restorative Justices Chats to resolve issues or disagreements (for more major disagreements and/or aggressive acts involving students outside of the classroom with the yard duty teacher/ Assistant Principal) • Referral to School Support Services 	<ul style="list-style-type: none"> • Student engagement in learning through personalised learning programs – ILPs, Language Support Checklist. Gateways, John Monash Maths/Science school/'I Sea I Care 'etc • Student support group meetings • Monitoring and keeping records of misbehaviour • Referral to counsellor • Referral to community agencies – Knox School Youth Community Service, CAMHS • Exclusion from class or event for short period (single session), part of day, whole day, multiple days (dependent on severity of misbehaviour and previous history, (parents notified through student diary or phone call) • For ongoing extreme behaviours, the following may be implemented. Formal in-school suspension (working away from usual student group in monitored situation, (parents notified formally) - <i>refer to guidelines below</i> • Formal out of school suspension, parents notified formally and return to class dependent on meeting with student and parent discussing expected behavior changes. Refer to Student Engagement and Inclusion Guidance (Suspension Process) <i>refer to guidelines below</i> • Referral to DET PSD program • Mental Health Toolkit • Headspace • Navigator • Lookout



Appendix 2

Shared Expectations

Expectations of Staff

Curiosity: *I ask questions to learn*

- Open minded commitment to the school's vision and support for the educational and social values outlined in the School Strategic Plan.
- Consider all options in working to assist all children to achieve their potential in learning, social and personal development by providing high quality teaching and learning programs.
- Promote high but achievable expectations for students.
- Look for and take opportunities to acknowledge and value staff endeavour and achievement.
- Celebrate achievements through special events, information nights, newsletters and displays in the wider community.

Respect: *I show respect to myself, others and the environment*

- Promote a safe, caring environment where rights are respected and obligations acknowledged and met.
- Be a positive role model to students through courtesy, respect and care of people and property.
- Treat all members of the school community with empathy and respect, encouraging their involvement and partnership.
- Establish positive and professional relationships with colleagues that focus on and promote core values.
- Work co-operatively and supportively in professional learning teams.
- Listen to and acknowledge the views of others, respecting their contributions.
- Respect the privacy of others and adhere to the Privacy Law.
- Recognise and behave in a manner consistent with the professional standards, and DET regulations and requirements.
- Positively promote the school to students, parents and the wider community.

Integrity: *I am honest and responsible for my actions*

- Expect all children can learn.
- Maintain challenging expectations for all children.
- Actively engage children in their learning.
- Actively support and implement the programs and strategies developed to achieve the school's goals and priorities.
- Monitor and assess children's achievement using a variety of techniques.
- Provide relevant information to parents regarding children's learning.
- Maintain appropriate documentation of programs, planning and evaluation.
- Engage in reflection and critical self-evaluation of professional practices.
- Commitment to continuous improvement of teaching skills and methods by undertaking relevant professional development and sharing good practice with others.
- Full-fill responsibilities as outlined in the relevant role description statements.
- Follow agreed protocols to resolve issues.

Acceptance: *I welcome differences and am accepting of others*



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- Actively promote and model equity and social justice for all.
- Provide support, trust and loyalty to one another.
- Adhere to decisions reached by consensus.
- Act with discretion and confidentiality in all relationships.
- Provide a welcoming, safe, inclusive, stimulating learning environment.
- Be welcoming and professional to all and foster an active partnership between home and school.
- Encourage and support parent and community participation programs.
- Encourage parents to support their child's learning at school and at home.
- Work collaboratively and be actively involved in discussion and planning.
- Contribute to and participate in school and community activities.
- Develop broader community links by involvement in a variety of educational projects and activities with colleagues as part of the Rowville Cluster and community.

Resilience: *I show grit and perseverance*

- Value and appreciate the efforts of all.
- Be able to manage and adapt to change.
- Encourage and empower students to take increasing responsibility for their learning and behaviour.
- Speak positively about the school and colleagues.
- Solve student problems in a positive way.

This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

Expectations of the Community

Curiosity: *I ask questions to learn*

- Participate in and contribute to school activities.
- I look for and take opportunities to form partnerships with staff to work towards the achievement of school goals.
- I am open minded in my support of school programs through demonstrated interest in and encouragement of children's work and achievements.
- I consider and am reflective in my promoting a positive image of the school in the community.

Respect: *I show respect to myself, others and the environment*

- Listen to and acknowledge the opinions of others.
- Be considerate and courteous.
- Follow accepted procedures when communicating with staff and students.
- Support decisions made by the school.
- Respect privacy and confidentiality.
- Reinforce the school's values.

Acceptance: *I am tolerant and sensitive to others*

- Contribute to school programs and events.
- Act as a positive role model.
- Support school policies, programs, codes of practice, and values.



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- Community members will be welcomed at the school, appropriately thanked and acknowledged.
- Students will engage in community based activities.
- Community members will be informed and involved in school programs, events and activities.
- Guide students towards behaviour that is safe, co-operative and supportive of a harmonious school environment.
- Participate constructively in school decision making and policy development, and respect decisions resulting from consultative processes.

Integrity: *I am honest and responsible for my actions*

- Treat children, staff and parents fairly and honestly.
- Be considerate, friendly and patient.
- Appreciate the differences within the school's community.

Resilience: *I show grit and perseverance*

- Enthusiastically support class and school activities.
- Speak positively about the school.

Expectations of the Students

Achievement: *Pursuing excellence and displaying pride and satisfaction through individual achievement and endeavour*

Curiosity: *I ask questions to learn*

- To try something new even when I am unsure.
- To be brave enough to step out of my comfort zone in learning and participating in school programs.
- I use mistakes to help me learn.
- To ask questions to further my learning.
- To look for and take opportunities to promote a positive image of the school.

Respect: *I show respect to myself, others and the environment*

- Listen to and acknowledge the opinions of others.
- Treating others with care, dignity, understanding and consideration.
- Be considerate and courteous when communicating with staff, other students and visitors.
- Respect privacy and confidentiality.
- Respect the schools vision, values and goals.

Integrity: *I am honest and responsible for my actions*

- Contribute to school programs and events.
- Act as a positive role model.
- Ensure correct behaviour at all times while wearing school uniform including school excursions and outside school hours.
- Demonstrate behaviour that is safe, co-operative and supportive of a harmonious school environment.
- Contribute to the school decision making processes.



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- Acceptance of consequences for choices made.

Acceptance: *I am tolerant and sensitive to others*

- Be truthful and fair to build friendships, earn respect and trust.
- Be considerate, friendly and patient.
- To be accepting of people's differences.

Resilience: *I show grit and perseverance*

- Actively participate in class and school activities.
- Speak positively about the school.
- Value and appreciate the efforts of all.
- Develop the skills of perseverance and resilience.

Connectedness: *Having a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.*

- Be friendly and caring to all members of the school community.
- Be engaged in community based activities.
- Be actively involved and encourage the involvement of other members of the school community in school programs, events and activities.

Expectations of the Principal

Curiosity:

- Look for opportunities to implement change in the best interest of the school community
- Consider and implement opportunities to increase the home-school partnership
- Open minded commitment to the school's vision and support for the educational and social values outlined in the School Strategic Plan.
- Consider all options in working to assist all children to achieve their potential in learning, social and personal development by providing high quality teaching and learning programs.
- Promote high but achievable expectations for students.
- Have an open minded attitude when communicating with parents, students and staff to work for outcomes that align to the school values
- Look for and take opportunities to acknowledge and value staff endeavour and achievement.
- Celebrate achievements through special events, information nights, newsletters and displays in the wider community.
- Set up structures that provide regular feedback to staff with the intention of looking for opportunities to improve practice.

Respect: *Having regard for self, others and property and accepting differences.*

- Provide clear and equitable job descriptions.
- Consultatively facilitate the development and implementation of the school's professional development plan to enhance the professional skills of the staff.

Integrity: *Acting honestly, ethically and consistently.*

- Ensure that principles of merit and equity and valuing diversity are applied.



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- Ensure that regular and effective lines of communication are established and maintained between the school community.
- Provide vision, leadership and accurate advice to the School Council, staff and parents to ensure that appropriate policies and programs are developed in partnership with the school community and are effectively implemented.
- Lead and manage the implementation of the School Strategic Plan and the evaluation of school performance.
- Ensure that the school's Annual Implementation Plan is implemented.
- Develop and maintain procedures for the monitoring and reporting of school progress in relation to goals and targets.
- Ensure that student achievement is monitored regularly in accordance with school and DET guidelines, and that parents are kept well informed of their children's progress.
- Facilitate collaborative, consultative and strategic planning and decision making.
- Have a sound knowledge of instructional leadership.
- Lead staff in the development, implementation and evaluation of programs that meet the needs of all children and values achievement.
- Maintain a safe, effective and harassment free environment.
- Support staff in the consistent implementation of school student engagement policy.

Resilience: *I show grit and perseverance*

- Provide enthusiastic leadership by articulating and developing the educational vision for the school, and involving the school community in achieving that vision.
- Provide leadership that, builds high performance teams, empowers the community and boosts morale.
- Support and demonstrate the values identified as vital to the school.

Acceptance: *I am tolerant and sensitive to others*

- Actively promote the school in the local, wider and educational communities.
- Actively encourage and facilitate community involvement in all aspects of schooling.
- Establish and maintain networks of support between local region, schools, principals, communities, support services and agencies.
- Build a school culture that recognises the contributions and achievements of children, staff and parents.
- Maintain regular classroom contact and be accessible to all members of the community, developing a good rapport.



Appendix 3 – Staged Response to Behaviour Issues

STAGE 1: Promoting positive behaviour and preventing behavioural issues
--

School Actions

- | |
|--|
| <ul style="list-style-type: none">• Define and teach school-wide expectations for all.• Establish whole school positive behaviour programs.• Establish consistent school-wide processes to identify and support students at risk of disengagement from learning. |
|--|

STAGE 2: Responding to individual students exhibiting challenging behaviour
--

School Actions

- | |
|--|
| <ul style="list-style-type: none">• Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).• Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)• Consider if any environmental changes need to be made• Teach replacement behaviours• Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support• Establish a student support group• Implement appropriate disciplinary measures that are proportionate to problem behaviours• Consider out-of-school behaviour management options such as Student Development Centres (if available) |
|--|



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LYSTERFIELD PRIMARY SCHOOL RULES

Curiosity Acceptance Resilience Respect Integrity

We show respect for ourselves, others, the community and the environment.

We move and play safely.

We resolve problems, calmly, sensibly and fairly.

We do our best and allow others to do the same.

We show friendship, care and acceptance.



NEGATIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity

In the classroom

REMINDER (ONE ONLY)

**REMOVAL FROM THE PLACE YOU ARE SITTING TO
HELP YOU AND OTHERS WORK**

**REMOVAL TO A QUIET PLACE TO HELP YOU AND
OTHERS WORK**

**REMOVAL TO ANOTHER CLASS TO HELP YOU AND
OTHERS WORK**

Complete a reflection sheet in the next break.

Your parents will be contacted.

SENIOR STAFF BECOME INVOLVED

More than 2 removals from class referred to Mr Wight, Mrs Roose or Mrs Keating.

Ongoing concerns require meetings with parents and principals.



NEGATIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity

In the playground

REMINDER (ONE ONLY)

REMOVAL TO ANOTHER PLAY AREA TO HELP YOU BEHAVE SAFELY

SIT AND THINK IN THE 'SIT AND SHADE AREA' TO HELP YOU BEHAVE SAFELY

WALK WITH A YARD DUTY TEACHER TO HELP YOU BEHAVE SAFELY

*Complete a reflection sheet in the next break. Your parents will be contacted.
Any work missed will be done at home.*

REMOVED FROM THE YARD

More than 2 removals from the yard referred to Mr Wight, Mrs Roose or Mrs Keating.

Ongoing concerns require meetings with parents and principals.



NEGATIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity

Other rules

If you do these things you will go straight to step 5:

- **Intentionally damage someone's property.**
 - **Leaving the school grounds.**
- **Fighting, bullying or any form of aggressive or intimidating behaviour.**
- **Actions that pose a danger to oneself or others.**
- **Using bad language towards another person.**



Lysterfield Primary School

STUDENT WELLBEING AND ENGAGEMENT