A. School Profile:

Portland South Primary School is located in a mixed social demographic residential community some two kilometres south-west of Portland’s CBD, providing an educational service to children of a coastal and rural small town (population approx 9000). This location provides the school with a unique opportunity to access and draw upon agricultural, coastal, commercial and industrial resources in the delivery of a rich and diverse curriculum.

The current enrolment of Portland South PS is 68. 53% of students are entitled to receive the Education Maintenance Allowance and our current SFO is .72.

We have a very caring and compassionate, experienced and professional staff, of mixed age and experience profile. The staff members offer a variety of expertise and continue to meet the changing needs of our students by training in government initiatives as well as participating in other professional development.

Student Wellbeing is a huge focus at Portland South PS and the whole staff has participated in Professional Development in Restorative Practices and revised the school’s Behaviour Management policy and procedures. We have also implemented “You Can Do It” and “Learning to Learn” and strongly feel that the implementation of these programs is the driving force in teaching children ‘how to learn’. We are fortunate to have a .4 Wellbeing Officer, a .27 Integration Aide as well as a .3 Chaplain all of whom support the students in social/emotional development.

A positive and demonstrable family and community focus, which builds a strong home/school connection, is central to the school’s educational philosophy and goals, and reflective of the expectations and aspirations of the entire school community. We have the opportunity to work with clients of the nearby aged care facility. We access resources within our school community and contribute to maintaining our local environment. A large proportion of our families live within our school catchment which further supports our community theme.

B. Whole School Prevention:

Mission
The Staff and School Council of Portland South Primary School are committed to providing a quality education where children have the opportunity to reach their maximum academic potential, whilst developing a healthy lifestyle, sound social skills, a strong sense of self-worth and a value of others.

Vision
The Staff and School Council of Portland South Primary School are committed to providing a safe, orderly, supportive, happy and caring school community in which to learn and grow.

Values
At Portland South Primary School we encourage and value:

- care & compassion,
- doing your best,
- fair go,
- freedom,
- honesty & trustworthiness,
- integrity,
- respect,
- responsibility and understanding,
- tolerance & inclusion.

Motto
Reach to the Stars to Achieve Success

We aim to build the engagement of all students and their families in the life of the school and maintain a strong focus on student resilience and individual wellbeing.
We aim to maintain a broad range of wellbeing programs to promote individual student wellbeing and connectedness to peers and school.

School Strategic Plan 2010 – 2013 proposed goal for Student Engagement and Wellbeing: Build the engagement of all students and their families in the life of the school and maintain a strong focus on student resilience and individual wellbeing.

We work towards achieving these aims by having a range of positive programs in place:

- Learning to Learn - at the commencement of each year all students participate in this program which involves class teams developing mission, vision, values statements as well as group expectations for behaviour in their learning space. Students explore styles of learning and the factors which help them to switch on to learning.
- We apply the concepts of the You Can Do It! program to guide students to developing the behaviours and skills for the five foundations which contribute to readiness for learning.
- Our Behaviour Management plan uses positive strategies for students to take responsibility for their behaviour and assists them to make things right when they behave inappropriately using restorative strategies.
- Positive behaviour is acknowledged by awarding Happygrams and celebrating success at our Friday Assemblies.
- Attendance is closely monitored and we participate in It’s Cool to Be at School as well as It’s Not OK to Be Away to promote and encourage punctuality and regular attendance.
- We are a Kids go For Your Life school which means that students are taught and encouraged to maintain Healthy Lifestyles – healthy eating, regular physical activity, drinking water, riding/walking to school, limiting screen time etc. to maximise health and the ability to learn.
- Strong links with the community means that learning takes place beyond the classroom and students have the opportunity to contribute to the wellbeing of the broader community through involvement in Meals on Wheels and gardening in our Community Garden.
- The Program for Students with Disability sees special needs students being supported by consultants, aides and support agencies.
- The Cultural Program at our school provides a broad range of experiences across the Arts – visual arts, drama, music etc..
- The Life Education van visits annually to reinforce learning about drugs and general health issues.
- Our Wellbeing Officer and our Chaplain support individuals, small groups, whole classes, parents and teachers in social-emotional development.
- Parent involvement in the school - classroom assistance, fundraising, camps, excursions, special events, family nights, etc.
- Working with individuals where each individual is valued (“Everyone Belongs”) and difference is respected.
- Year 6 Girls and Boys programs focus on issues specific to Year 6 students as they approach transition and puberty.
- Year 6 students are engaged through responsibility and leadership opportunities – School Captains, School Vice Captains, House leaders, monitors, Peer Mediators, etc.
- Individualised learning and support programs so that students can achieve success and develop confidence which then flows over to how they behave - individual learning plans, Reading Recovery, etc.

C. Rights & Responsibilities:

Principles
- All individuals to be valued and treated with respect
- Students have the right to work and play in a secure environment free of intimidation
- Parents have the right to expect their children to be educated in a secure environment in which care, courtesy and respect for the rights and property of others is encouraged
- Teachers should expect that they will be able to teach in an atmosphere of order and co-operation
- Parents have an obligation to support the school in its efforts to maintain a productive and secure environment
- The principal and staff have an obligation to implement the Student Code of Conduct fairly, reasonably and consistently
- This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools. Corporal punishment is not used at this school under any circumstance.

Positive strategies
- Giving positive reinforcement to improve self-esteem such as happy grams, success points and sports awards
- Encouraging sharing, tolerance, friendships and compassion in children
Requiring children to take responsibility for their own behaviour
Providing adequate supervision in school grounds
Encouraging awareness and understanding of the school rules
Focus on You Can Do It! program

All students and staff have the right to:

- feel safe and happy
- learn and teach without interference & interruption
- be treated with respect & feel valued
- know that their property is safe
- be in a clean & tidy school
- communicate & be listened to
- share the school's equipment & space
- have support to solve conflicts & problems

All students, staff and parents have a responsibility to:

- work to the best of their ability
- be fair and kind to other people in the school
- work and play well with others
- share equipment and teachers' time
- play and work safely
- care for other people's and school's property
- follow school rules

D. Shared Expectations:

At Portland South Primary School we work closely with individual students and their parents to establish expectations of shared responsibility for behaviour management and learning. This triangulation distributes the responsibility with students, teachers and parents working together to maximise opportunities for students whilst at school.

E. School actions & consequences

The implementation of preventative and early intervention measures are part of the schools staged response to creating a positive school culture and managing challenging behaviours in students. Whilst these have already been outlined in Section C - Whole School Prevention Statement, examples of these techniques are outlined below:

Stage 1: Prevention and Early Intervention

<table>
<thead>
<tr>
<th>Suggested Strategies</th>
<th>School Actions</th>
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<tbody>
<tr>
<td>Recognise appropriate behaviour</td>
<td>• Find out what the student is good at</td>
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<td></td>
<td>• Star Student awards</td>
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<td></td>
<td>• Provide opportunities for each student to demonstrate their strengths</td>
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<td>• Arrange celebration assemblies</td>
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<td>• Send out a special report to parents</td>
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<td>• Make a note in a diary</td>
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<td>• Highlight positive events in schools newsletters</td>
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<td>• Provide leadership opportunities</td>
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<td>• Give positive feedback</td>
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<td>• Give the student the right to represent the school.</td>
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<td>• Conduct awards night at end of year</td>
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<td></td>
<td>• Establish and maintain Buddy Program Prep - year 6</td>
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<tr>
<td>Establish consistent school wide processes to identify students at risk of disengagement from</td>
<td>• Liaise with kindergartens and other primary schools when implementing Transition Programs</td>
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<td></td>
<td>• Introduce whole school approaches such as Restorative Practices and You</td>
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</table>

<table>
<thead>
<tr>
<th>Learning</th>
<th>Can Do It</th>
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<tbody>
<tr>
<td>Establish a Wellbeing Team - School Chaplain, Primary Welfare Officer, Principal</td>
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<tr>
<td>Develop, promote, use and evaluate referrals to the Wellbeing Team</td>
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<td>Engage Student Services Support Officers</td>
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<td>Use the Student Attitude to School Survey to inform planning</td>
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<tr>
<td>Consult the 'Transfer of Student Information' details provided by previous school</td>
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</table>

| Establish consistent school-wide processes and programs for early intervention | Ensure that students undertake effective transition programs |
| | Utilize the expertise of the school's Wellbeing Staff |
| | Review and utilize referrals to the Student Support Services Officers |
| | Conduct testing and determine funding levels for Programs for Students with a Disability (PSD) |
| | Utilise programs offered by and make appropriate referrals to Community Support Agencies |
| | Reading Recovery |
| | Develop a comprehensive Language Support Program |
| | Establish small group withdrawal programs based on identified needs e.g. Anger Management, Loss and Grief |

**Stage 2: Targeted Individual Response**

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

<table>
<thead>
<tr>
<th>Suggested Strategies</th>
<th>School Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish an understanding of the life circumstances of the child/young person</td>
<td>Review previous school/year level files</td>
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<td>Ask parent at Parent Teacher Interviews</td>
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<td>Nominate an identified adult (Homeroom Teacher, to explicitly get to know the student</td>
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<td></td>
<td>Have teachers develop a positive relationship with all students and parents, one based on mutual respect</td>
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<td></td>
<td>Implement a “Learning to Learn” Program at the beginning of the year to establish classroom norms</td>
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<td>Talk to the student referring to the shared expectations</td>
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<td></td>
<td>Discuss appropriate behaviours in the classroom</td>
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<td></td>
<td>Contact parents</td>
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</tbody>
</table>

| Establish data collection strategies | Continually refer to school roll/behaviour management records to determine patterns |
| | Survey students on specific issues through focus groups |
| | Consult Student Mapping Tool |

| Establish a Student Support Group | Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered |
| | Determine SSG frequency on a needs basis |
| | Develop and follow comprehensive plans |
| | Ensure that all relevant staff have plans communicated to them |
| | Modify teaching/learning practices based on an Individual Learning Plan (ILP) |

| Develop a plan for improvement based on data, and review regularly | Use Individual Learning Plan, Individual Behaviour Plan, Return to School Plan |
| | Conduct analysis of the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey, Attendance Data |

| Explicitly teach and/or build replacement behaviours | Overtly teach Interpersonal Skills Curriculum |
| | Modify curriculum according to the data gained through the testing process |
| | Frame inappropriate behaviour as a skill to be learnt and teach it explicitly |

| Determine strategies for | Introduce an Assessment Schedule Cycle |
| monitoring & measurement of student progress | • Review NAPLAN  
• Review past assessments conducted by the current or previous schools and SSSO staff  
• Collect local data e.g. yard incidents |
|---|---|
| Establish inclusive and consistent classroom strategies | • Schools establish and implement a Values Program  
• Have teachers name and teach to a student's strength  
• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future  
• Make changes to the student’s learning program to better equip him/her to behave positively  
• Have teachers reflect on their own practices as part of their professional practice  
• Establish a Friendshop and Buddy Stop  
• Provide non-competitive recess and lunchtime activities  
• Employ Education Support Officers |
| Establish out of class support strategies | • Engage SSSO staff  
• Utilize School Chaplain  
• Involve Primary Welfare Officer  
• Use Wellbeing Team expertise  
• Provide cooling off space  
• Provide flexible options identified in Individual Learning Plans  
• Conduct small group programs |
| Seek external advice and consultation | • Seek and use the advice of the Student Support Services Offices staff (SSSO)  
• Refer to Child and Adolescent Mental Health Services (CAMHS)  
• Undertake whole school professional development that relates to issues being managed  
• Contact Community Service Organisations for individual support  
• Contact Regional Office staff for advice |
| Establish consistent short term approaches to managing more challenging behaviours | • Withdraw a student from an activity or class for a short time  
• Give time out for serious and/or continual misconduct after parents/carers have received notification.  
• Suspension & Expulsion: For serious disciplinary measures follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184 |

The following chart outlines the Behaviour Management level structure that is negotiated with teacher, support staff, student, parent and School Council input.
<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviours</th>
<th>Consequences</th>
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</table>
| 1     | A. Leaving the school ground to retrieve ball without asking  
B. Disrupting the learning of others  
C. Riding bicycle, scooter, skateboard or roller blades in the school grounds  
D. Being inside without permission  
E. Running inside or in the courtyard  
F. Littering  
G. Chewing gum  
H. Unsafe bus travel  
I. Playing in the wrong area/in an unsafe manner  
J. Not eating in the eating area  
K. Telling lies  
L. Being late to class  
M. Leaving the classroom without permission  
N. Breaking the HANDS OFF rule | a. Discussion of behaviour and expectations/rules in social context using Restorative Practices line of questioning  
b. Record incident on Student Behaviour Record  
3 Level 1s in same term = Level 2 |
| 2     | A. Refusing to follow an instruction given by staff member  
B. Teasing/put downs  
C. Use of offensive language  
D. Throwing any missile inappropriately  
E. Throwing sticks, stones or sand  
F. Interfering with other peoples’ play  
G. No trading, swapping, buying or selling of belongings.  
H. Physically harassing others by touching, pushing, shoving, pinching....HANDS OFF  
I. Spitting  
J. Inappropriate use of school equipment  
K. Interfering with things on teacher’s desk or belonging to other people  
L. Being disrespectful to adults | a. Discussion of behaviour and expectations/rules in social context using Restorative Practices line of questioning resulting in verbal/written apology or loss of privileges or cleaning/repair of damage, etc.  
b. Parents notified  
c. Time Out in courtyard for remainder of break plus next 20 minute break or in classroom  
d. Record incident on Student Behaviour Record  
2 Level 2s in same term = Level 3 |
| 3     | A. Deliberate damage to school environment  
B. Deliberate damage to another person’s property  
C. Stealing  
D. Fighting (full-on: punching, slapping, biting....)....HANDS OFF  
E. Bullying (ongoing harassment)  
F. Verbal abuse which is directed at others (swearing at teachers)  
G. Discrimination  
H. Deliberately encouraging others to fight, tease.....  
I. Leaving the school ground during class time  
J. Recklessly causing injury  
K. Touching others inappropriately (including pulling pants down)....HANDS OFF | a. Principal notified  
b. Immediate removal from group and Time Out under Principal’s supervision until conference held.  
c. Parents attend conference  
d. Agreement developed to repair the harm caused  
e. Record incident on Student Behaviour Record  
1 Level 3 = Behaviour plan  
Suspension links to Level 3 behaviours at Principal’s discretion and in keeping with DEECD guidelines |
Evaluation:

- This policy will be reviewed every 3 years as part of the school's regular review cycle.

This policy was last ratified by School Council in March 2014.