



Help for non-English speakers

If you need help to understand the information in this policy please contact Hume Valley School.

Ph: 9309 3477

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.

Hume Valley 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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1. School profile
2. School values, philosophy and vision
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POLICY

1. School profile

Hume Valley School provides education to students aged 5 to 18, diagnosed with a mild to moderate intellectual disability. Eligibility for Hume Valley School relies on a diagnosed and history of mild intellectual disability. The specific eligibility criteria for school enrolment is mild intellectual disability (IQ 50-70). The student population has a large number of students with a dual disability including autism, hearing, physical and vision difficulties, behavioural issues, communicative issues, sensory impairments and health issues.

The school is located in the northern Melbourne suburb of Broadmeadows in the city of Hume. All students who live within the Hume Valley School designated transport zone and meet PSD eligibility criteria are eligible to enrol. The school utilises DET funded transport system to transport students from the area bounded as below:

- North to Wallan
- South to Pascoe Vale and Coburg North
- East to Fawkner and Campbellfield
- West to Keilor Park and Gladstone Park

The school, originally designed for a long-term enrolment of 100 is still expanding due to demographic growth and has increased to its current enrolment of 363 in 2021. There are 110 female enrolments and 253 male enrolments. There are currently 34 classrooms. It is expected that this level of enrolment will be maintained or increased in the near future. The school staff profile is comprised of five Principal Class Officers, 63.2 EFT Teachers and 47.9 Education Support Staff.

The student family occupation data suggests that students at Hume Valley School are some of the most disadvantaged in the state. The school SFO index is 0.7529 and SFOE is 0.6116. Our school is culturally diverse, with 31 language groups and 212 of the 363 students come from homes where English is an additional language (EAL). There are 14 students from an ATSI background.

- Our VCAL unit is situated on the ground floor of the Hume Central Senior Secondary College (adjacent to the Kangan TAFE).
- Renewal of school facilities on the Koroit Ave site was completed December 2015.
- The Narrun Campus opened in October 2020.

The students are organised into seven sub-schools according to age:

Junior Sub-school: Grade Prep, 1 and 2

Primary Sub-school: Grade 3 and 4

Middle Sub-school: Grade 5 and 6

Secondary Sub-school: Year 7 and 8

Senior Sub-school: Year 9

PreCAL Sub-school: Year 10

VCAL Sub-school: Year 11 and 12

Hume Valley School has a number of economically disadvantaged students with approximately 42.49% of our families entitled to receive the Camps, Sports and Excursion Fund. There are also a number of students who experience situational poverty or live away from home.

The schools Community Engagement Committee aims to organise events to build parents' connection with the school. These events can include lunches, morning teas and evening events and at times celebrate special occasions such as Mother's, Father's day and Iftar. The team also endeavours to host information sessions surrounding particular family needs including NDIS support, Autism and technology use.

The school provides an attractive and secure learning environment:


- extensive recreation areas including, a secure landscaped junior playground, two additional playgrounds and two gated trampolines on the Koroit Campus and a playground at the Narrun Campus.
- full sized multi-use court within the gymnasium
- traffic safety education track and teaching area

- a range of garden areas for passive recreation
- classrooms that are spacious, bright and stimulating
- a Visual Arts room
- a Digital Learning Space
- a Food Technology room
- a Performing Arts room and stage
- a new Administrative Block
- a VCAL campus co-located on the ground floor of Hume Central Senior Secondary College
- a Cafe

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

2. School values, philosophy and vision

Our School Values

 Student Values Matrix					
Achieving Potential Together	In Learning Spaces	On the School Grounds	When using the Internet	In our Community	On the Bus
We are Respectful I think about others not just myself.	I listen to others. I let others learn.	I take care of the playground and equipment.	I am careful about what I say/post online.	I use positive language. I consider others needs.	I don't eat or drink on the bus. I use a quiet voice. I use appropriate Language.
We are Responsible I think about the decisions I make before I act.	I try my best. I know when I am ready to learn.	I let an adult know if something is damaged. I play safely.	I report cyberbullying. I only speak to friends and family on line. I protect my personal information.	I always stay with my group. I keep my belongings with me.	I wear my seatbelt. I help others make good choices.
We are Resilient I know things can be hard but I don't give up.	I keep trying. I learn from my mistakes.	I ask for help when I need to. I try to make new friends.	I don't respond to cyberbullying. I block people who are not being friendly.	I try new things. I persevere with new things.	I focus on others doing the right thing. I try new ways to make my bus trip enjoyable.

At Hume Valley School our vision is to lead Special Education through exemplary and innovative practice, valuing “Respect”, “Responsibility” and “Resilience”. Students will achieve their personal best through meaningful educational experiences and a whole school approach based on current research, progressive practice and partnerships with the wider community.

Every child deserves to receive the best education possible regardless of special needs, and the focus at Hume Valley School is to develop an environment which fosters quality learning opportunities for all students. Our aim is to make a difference in the life of every child that we are privileged to have the opportunity to educate. All children are rightly afforded the same opportunity for education, regardless of their needs.

Hume Valley School believes that to succeed in the world, students need to develop the capacity to:

- Manage themselves as individuals and in their relations to others.

- Understand the world in which they live and act effectively in their wider community.

Hume Valley School provides:

- A curriculum that supports the individual needs of students, using specific engaging teaching strategies.
- Personal Learning Support Plans to cater for specific learning needs and styles, focusing on English, Maths and Personal and Social Capabilities.
- A safe and secure environment that enhances students' self-esteem and respects students' dignity.
- School Wide implementation of the Positive Behaviour Support Program.
- Regular Participation in the wider local community.
- Individual and small group instruction.
- Speech- Language Pathology consultation
- Occupational therapy consultation
- SSSO psychologist consultation
- Mental Health counselling support for students in Year 7 - 12
- Ongoing professional development for staff
- Programs that are informed by recent research and evidence-based practices

Hume Valley School uses the framework of School-Wide Positive Behaviour that focuses on creating a positive environment to benefit student development and learning.

3. Engagement strategies

Hume Valley School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Our highly-skilled, committed and qualified staff modify the Victorian Curriculum to provide a wide range of educational and developmental programs.

Universal

The curriculum focuses on:

- Individual modes of learning through the provision of specific goals via Personal Learning Support Plans to motivate students to learn and experience success.
- Individual goals are addressed through a variety of programs and activities across a wide range of learning areas.

Personal Learning Support Plans are developed for each student in consultation with parents and teachers and are reviewed three times per annum via Student Support Group meetings.

All students at Hume Valley School have a Personal Learning Support Plan (PLSP). The PLSP is developed at the beginning of each year with teachers, parents/caregivers, therapists and other relevant professionals contributing. The PLSP forms the basis for the students' programs for the year and reflects individual student's abilities and progress towards increased independence. A functional and integrated approach is taken to student learning with priority goals being addressed in a variety of activities throughout the day.

Many stimulating and motivating programs are provided to encourage student engagement including, classroom gardening and sustainability, food technology, instrumental music, skateboarding, street art, Syn Radio, personal training, farm handling, equine therapy and school camps. Throughout the school, there is a strong emphasis on using structured teaching, visual materials, repetition and teaching skills in a variety of situations to encourage generalisation.

Staff student ratios are excellent. Every effort is made to maintain classes of no more than twelve students.

Our school is staffed by teachers and teacher assistants (many of whom have special education qualifications or extensive experience in special education settings). Alongside this, the school's student wellbeing team consists of two social workers, three youth workers and a mental health practitioner. Additionally, the Allied health team includes an occupational therapist and two speech pathologists.

Our student wellbeing team works with staff and families, to assist with a range of wellbeing issues. One of the critical roles of the wellbeing team is to assist families to develop an awareness of and access to a range of support services such as respite, recreation programs, family services, medical services and financial support.

Specialist programs complement the classroom programs and include:

- performing arts, instrumental music, band and dance
- physical education, interschool sport and outdoor education
- traffic safety education
- digital technology
- food technology
- visual arts and ceramics
- practical science and sustainability
- project work
- social engagement programs such as the Community Connections program
- career education and vocational training programs e.g. horticulture
- speech-language pathology

Staff work together in a cohesive multi-disciplinary team which allows us to take a holistic approach when planning each student's educational program. Sub-school leaders work alongside classroom teachers to lead and complement program development.

Sessional occupational therapy, speech-language pathology, visiting teacher and psychology services are provided for those students who need this support.

Close links are fostered with major organisations (both community and government), as well education/training institutions, such as:

Melbourne University	Kangan –Batman TAFE
Latrobe University	Victoria University
Hospitals, psychiatrists, mental health teams	Paediatricians and doctors
Police and support agencies	Department of Families, Fairness and Housing, including Child Protection.

These links assist the development of sustainable and successful outcomes for our students.. The school also provides information, consultancy, classroom placement and professional development for staff,

parents/carers, students, volunteers and those working or undertaking study in the field of disability education and wellbeing.

We focus on monitoring student attendance in compliance with departmental procedures, therefore school staff will:

- Promote regular attendance with all members of the school community
- Monitor and follow-up on regular absences including an automated SMS notification sent to parents/carers when students are absent
- Provide parents/carers with pro-forma notes which can be completed and returned to school following an absence
- Contact families and provide support to enable the student to attend. This may be in the form of a home-based program

The school prides itself on being a caring and compassionate school community:

- Students who are living under difficult circumstances are supported within the classroom in consultation with the sub-school leader and student wellbeing team.
- Parents/carers of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.
- We have a Child Safe Team (comprising the Leadership and Wellbeing Team members) and a designated attendance officer to support student attendance and engagement.

Hume Valley School believes every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Our inclusive practices ensure all students are included in all programs and have access to all appropriate facilities within the school. Learning programs are differentiated based on individual student needs.

The school aims to create a motivating and supportive environment that enables students to experience success, develop greater independence and participate in the community. We believe that the best educational outcomes are achieved through strong school, home and community partnerships. Our school provides a secure learning environment in which challenging, stimulating and structured programs ensure that all students achieve success. We aim for all students to become as independent as possible and to achieve their best by participating in a broad range of activities within both the school and community settings. We recognise and value the individuality of our students.

Learning opportunities at Hume Valley School are based on national and international trends in provision for students with disabilities and additional learning needs. The underlying principles are:

- All students have the potential to learn.
- Students with disabilities and additional learning needs have the right to access services and participate on the same basis as other students.
- The delivery of an inclusive education system must be supported with a commitment to quality services provision at all levels of the system.
- A greater focus on early identification and appropriate interventions can significantly improve life opportunities for students.
- Parents/carers should be able to feel confident that their child is receiving the best possible education in a Victorian Government school.

At Hume Valley School our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging

curriculum and respectful relationships between members of the school community is promoted through professional learning teams that encourage innovative pedagogy using:

- Victorian Curriculum including ABLES
- Gradual Release of Responsibility
- Social & Emotional Learning and Careers Curriculum Framework (from Y7-Y10)
- Year 11 & 12 students undertake studies in Foundation Level VCAL, VET and SBATS

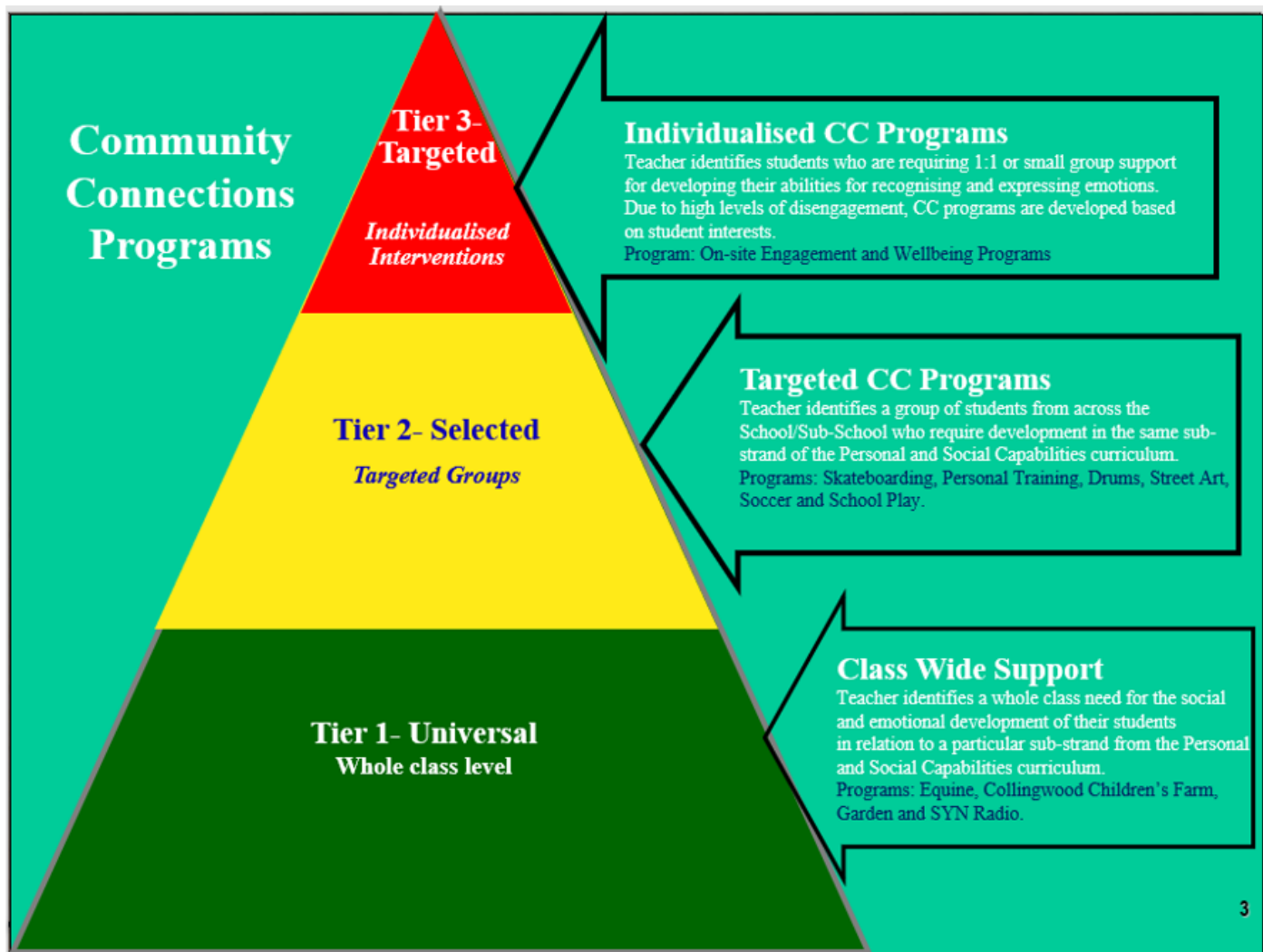
Student Engagement Policy Guidelines, trauma-sensitive strategies and School Wide Positive Behaviour Support practices provide a positive framework for student/staff relationships and social skill development.

Opportunities that contribute to the school and effectively engage students in their learning include:

- Recognising and responding to the diverse needs of our students through the PSD Support program
- Pro-social behaviours which are promoted through programs such as Community Connections program, Respectful Relationships, Headspace and BSEM (Berry Street Education Model)
- Student leadership programs such as SRC (Student Representative Council) and student mentor programs
- Pro-actively engaging parents to be involved in the school's programs such as parent group activities, information nights, attending concerts and other special events
- Early intervention strategies responding to student needs for social and emotional support
- Students being involved and feeling connected to the school community
- Adapting current pedagogical knowledge and thinking through meaningful learning experiences
- Encouraging students to achieve full attendance to maximise their ability to learn. Many of our students have complex health and psychological needs which can lead to extended absences.
- Developing intensive literacy and numeracy improvement strategies and implementing such strategies as part of the school improvement agenda
- Attending high quality professional learning to ensure that strategies and approaches are adopted and implemented
- Participation in whole-school events e.g. assemblies, concerts, guest performances
- Excursions, community access programs and camps

The primary focus of the Community Connections (CC) Program is to develop the Personal and Social capabilities of students who are demonstrating disengagement from their academic, social or emotional learning. Using the Gradual Release of Responsibility (GRoR) instructional model, CC teachers target a student's Personal or Social PLSP (Personalised Learning Support Plan) goal through hands-on project-based learning. The four sub-strands of the Personal and Social Curriculum are: Recognition and Expression of Emotions, Development of Resilience, Relationships and Diversity, and Collaboration.

The below image demonstrates the approach taken by our Community Connections Team to target student engagement based on the students' increasing level of need.



The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities including government schools and their employees to act accordingly with human rights and to consider them when making decisions and delivering services.

Grief Management Policy	Toileting Policy
Health and Safety Protocols	Transport Policy
Inclusion Policy	Yard Supervision Policy & Uniform Policy
Integration and Induction Policy	Voluntary Workers
ICT and Acceptable Use Policies	Visitor Policy
Mandatory Reporting (DET Guidelines)	Vision Mission and Values
Manual Handling	Working with Children checks

Strategies that promote student engagement at Hume Valley School include:

- Creating opportunities for students to think about what they are learning

- Enabling students to collaborate with others to solve problems
- Providing inspiration encouragement and support for students through role models and mentors
- Enhancing students' self-esteem, self concepts and self confidence as young people

Student Attendance

All students are expected to attend school regularly.

We continually work towards improving not only student attendance levels but also the number of unexplained absences. When students are absent we are endeavouring to encourage parent/carers to provide an explanation each time. Our attendance strategy is listed below:

One day absence ~ SMS is automatically sent at 1pm. Class rolls are marked promptly and accurately SMS are sent out accurately.

Two consecutive days of absence ~ Classroom teacher make phone call to parent / carers to seek an explanation for absence and also are reminder to send note or ring the school when absences occur. Compass will be updated immediately when an explanation is provided.

Five or more days of absence in a fortnight ~ the Sub School Leader is informed of the ongoing absence by the classroom teacher. Parents / carer to be contacted via email or writing.

Ten days absent in a term ~ Sub School Leader to attend Student Support Group meetings, consider any barriers to attending school and develop a Return to School Plan.

No Improvement or response ~ Support will be sought from the Regional Attendance Officer.

Student Behaviour ~ School Wide Positive Behaviour Support (SW-PBS)

Our goals are that all students will:

- Support each other's learning by behaving in a way that is curious and respectful
- Have high expectations that they can learn
- Be considerate and supportive of others
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

The Hume Valley School 'Positive Points' system is the school-wide acknowledgement system. Students receive immediate and consistent feedback through this system by receiving stickers when respect, responsibility or resilience are demonstrated, reinforcing our school-wide expectations, which strengthens our positive climate for learning. All staff in the school acknowledge students for their positive behaviours, including Principal class, Leadership, Teachers, ES, Office, Wellbeing, Allied Health, Café and garden staff. Students take stickers back to the class tally chart. Through the SWPBS Framework expected behaviours are actively taught and rewarded. Each class has developed acknowledgement and reward systems specific to the students' needs. These systems vary depending on the students in the group and include praise and tangible rewards given immediately as well as token systems in which students work towards desirable rewards.

The goal of SWPBS at Hume Valley School is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

The SWPBS approach consists of evidence-based behavioural interventions and practices that can be implemented by staff to effectively address and support the socially and educationally important behavioural needs of students and their families.

PBS has its conceptual foundations in:

- **Behavioural Theory** – Behaviour is learned, lawful and malleable.
- **Applied Behaviour Analysis** – Behavioural theory, principles, and practices are applied to socially important observable behaviours in the applied settings in which they are observed.
- **Positive Behaviour Support** – Behavioural supports are considered in the larger context of improving quality of life.

Through the implementation of PBS, school wide systems are aligned to create an inclusive environment where there is a:

- Common purpose and approach to discipline
- Clear set of positive expectations and behaviours
- Procedures for teaching expected behaviour
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for data collection, ongoing monitoring and evaluation.

Maximising academic achievement is directly linked to academic engagement. In turn, academic engagement is linked to:

- Effective curriculum
- Effective delivery of curriculum (instruction)
- Effective classroom management

More importantly, accurate and sustained use of effective management practices is related to having comprehensive and effective support systems, including PBS.

The Hume Valley School staff members have determined and defined minor and major behaviours and are referred to through the language of the Multi-Tiered System of Support - Tier 1, 2 & 3. Minor behaviours are referred to as Tier 1 and 2 behaviours are expected to be managed within the classroom and, to do so teachers may receive coaching and support. Major behaviours are also known as Tier 3 behaviours, these behaviours have not or cannot be managed by Tier 1 or 2 supports, they require outside of classroom support such as developing a 'team around the learner' and or referrals to external service providers.

At Hume Valley School we view behaviours as a way for students to communicate or reach unmet needs, therefore we are strategic about how we respond to behaviours. Below is our behaviour support flow chart detailing response to behaviours.

Tier 1 ~ Minor Behaviour

Tier 1 behaviours are expected to be managed within the classroom through developing relationships with students, by providing universal structure, routine and expectations. By addressing students well-being, engagement and academic needs effectively and consistently 80% of all behaviours can be **managed by the teacher in the classroom**.

Tier 2 ~ Minor Behaviour (Frequent and ongoing minor behaviours)

Tier 2 behaviours are Tier 1 behaviours that are becoming problematic and if left unaddressed may become Tier 3. These behaviours are expected to be targeted through small group intervention, or intensified

personalised support around the students' structure, routine and expectations. If behaviours are addressed effectively and consistently 15% of all behaviours can be managed in this way. This may also mean addressing/supporting how effectively teachers are implementing Tier 1 supports. The support may come from the sub school leader, learning specialist or well-being, and developing a 'team around the learner' to create a behaviour support plan.

Tier 3 ~ Major Behaviour

These behaviours have not or cannot be managed by Tier 1 or intensified Tier 2 supports. They require outside of classroom support such as **referrals to external service providers**. Leadership supports teachers to develop a Behaviour Response Plan.

Staff at Hume Valley School support SWPBS by working together to:

- Positively reinforce students at every opportunity by using the 'Positive Points' acknowledgement system.
- Actively teach the schools values.
- Adopt our Behaviour Management Flowcharts for minor and major behaviours.
- Report behaviour to your sub school leader and record behaviours on Compass.
- Adapt materials for students with learning difficulties.
- Attend meetings to discuss students with behavioural issues when requested.
- Adopt effective classroom management strategies for positive behaviour schools.
- Foster a fun and engaging environment.

Parents/Carers Expectations

At Hume Valley School we aim to have parents/carers participate and engage in their child's education to create opportunities for students to enhance their achievement levels and improve their attitudes. Our school is focussed on creating positive partnerships between families and school to provide a strong connection that can help to protect young people from a range of harm including those associated with drugs, emotional distress and problem behaviours.

Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.

Parents/carers should assist the school to provide student centred responses by providing all relevant information to the school.

Parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school.

Parents/carers work with the school through attendance at Student Support Group Meetings and responding to communications in a timely manner.

Parents/carers will remain open to discussing, learning, and implementing management practices.

Parents/Carers Attendance

Parents/carers are expected to ensure that enrollment details for their children are correct, that their children attend school regularly, and that when a child is absent from school, the school is advised as soon as possible.

Parents/Carers Behaviour

Parents/carers should understand the school's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

Staff Expectations

At Hume Valley School we aim to create opportunities whereby participation and engagement in a child's education is embedded in our pedagogy, enabling students to enhance their achievements and improve their attitudes, Our school is focussed on creating productive partnerships between community members to provide a strong connection that can help to protect young people from a range of harm including those associated with drugs, emotional distress and problem behaviours.

The school leadership team will:

- Uphold the right of every child to receive an education up to the compulsory age of schooling of 17 years
- Ensure that 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
- Identify the diversity of the school community and deliver teaching and learning, education and extracurricular activities and community services inclusive of and responsive to student needs
- Lead by example by displaying a courteous and professional manner to all

The staff will

- Develop flexible pedagogical styles that engage different learners
- Develop curriculum and assessment that challenges and extends student learning
- Develop positive relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice, developing a positive school culture

Behaviour

Hume Valley School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

Expected Behaviours are aligned with the three school values:

Respect: I think about others not just myself.

Responsibility: I think about the decisions I make before I act.

Resilience: I know things can be hard but I don't give up.

The school leadership team will:

- Lead and promote preventative approaches to behavioural issues
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide professional development for staff to build their capacity to promote positive behaviours

The staff will:

- Use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students
- Teach students social competencies through curriculum content and pedagogical approach
- Build a collegiate atmosphere to share strategies and reflect on one's own behaviour management approach

Targeted

- Each class group is a small size of no more than 12 students and supported by teachers, support staff and a Leading Teacher, who monitor the health and wellbeing of students in their class/sub school, and act as a point of contact for student needs.
- Senior students have a Career Action Plan, with targeted goals and support to plan for their future. Students from Year 10 participate in workplace learning to provide authentic learning experiences and prepare them for life beyond school. Students are supported by allocated Structured Workplace Learning Coordinators.
- Koorie students are connected to Koorie Support Services.
- All students in Out of Home Care have an appointed Learning Mentor, have an Individual Learning Plan and will be referred to Support Services for an Educational Needs Assessment.
- All students at Hume Valley School have an Individual Learning Plan.
- The Respectful Relationships Program is embedded across the curriculum at age appropriate levels.
- Staff use the TIP (Trauma Informed Practice) approach to working with students who have experienced trauma.
- School Wide Positive Behaviour Support (SWPBS) is used throughout each sub school.

Individual

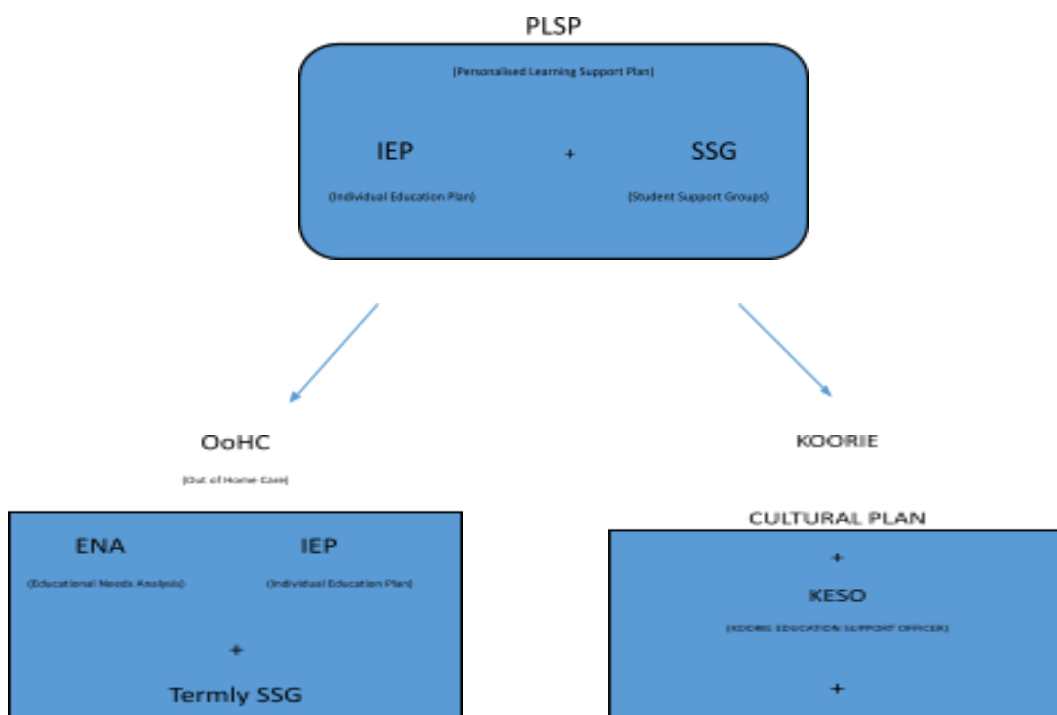
- Student Support Group meetings
- Intensive and individualised support provided by teachers, education support staff, wellbeing team, allied health team, SSSO's
- Support tailored to student's specific needs and circumstances.
- Comprehensive approach to understanding behaviour and developing tailored behaviour plans.
- Multi-disciplinary teams work together to develop strategies, programs and systems to provide a higher level of support to individual students.
- Behaviour Support Plan (BSP)
- Behaviour Response Plan (BRP)
- Re-engagement strategies that may include reduced hours / days.
- Referral to Student Support Services (SSS)
- Referral to external services

Students in OoHC (Out of Home Care)

All students in OoHC at Hume Valley School will have an Educational Needs Analysis (ENA).

Students currently enrolled at the school who enter OoHC will have an SSG meeting within a week.

Court ordered OoHC students will have a transition meeting and establish an SSG. Initial SSG meeting to be held within one week.



Within Week One ~ Initial Student Support Groups (SSG)

Purpose

This SSG aims to collect evidence/information or arrange collection of evidence/information. SSG to commence ENA

Action

- Determine what information or evidence needs to be obtained
- Deciding if SSS referral is required
- Assess SSS consent arrangement
- Set date for ENS SSG meeting

Attendees

- **Required:** Parent/Carer, Class Teacher Principal Class and /or Wellbeing team member, SSL, SSS (or equivalent), agencies, DHHS.
- **Where required:** KESO, SEIL, LOOKOUT or Learning Mentor.

Tools and Resources

- Initial SSG meeting minutes and checklist.
- Supplemented by history, risk and protective factors, care arrangements and court orders.

By Week Ten ~ Collection of information for Student Support Services (at least two weeks prior to ENA SSG)

1. Where possible the school will collect, obtain or conduct some or all of the following:

Student file from previous school	Victorian Curriculum levels	Observations	Copies of previous cognitive, academic and /or language assessment reports
Enrolment history	On Demand results	Existing or draft copies of Individual Education Plan or Behaviour Support Plant	Previous ENS Status Report and ENA Report
School years repeated	Cultural Plan (if Aboriginal or Torres Strait Islander student)	History medical/health/psychological information	
Attendance history	Details of any previous (PSD) funding category and level		
Benchmarking of student			
NAPLAN results			

2. DHHS or agency provide relevant information to school and SSS at least two weeks prior to ENS SSG

Court orders	Care plan	Exposure to traumatic events	Health and development history
Living arrangements	Ordered interventions	Identity and culture	

3. SSS collect information and review documents

Analyse student's needs and nature of SSS involvement

SSS responsible for some or all of the following:

- Background information care and exposure to trauma
- Obtain existing assessment reports
- Consultation with school staff, DHHS/carers, and other professionals
- Obtain existing SSS files

By Week Twelve ~ ENA SSG

1. ENA SSG

Purpose

The SSG conducts a comprehensive analysis of the needs of the student based on information collected and provided

Action

Decides what further interventions are needed. Any further assessment is determined and scheduled following this SSG meeting.

Attendees

Required: parent/carer, Principal Class and/or Wellbeing Coordinator, Classroom teacher, SSS (or equivalent), agencies and DHHS.

Where appropriate: KESO, LOOKOUT or Learning Mentor.

2. SSSO interventions

E.g Standardised assessment, classroom observation, Functional Behaviour Assessment (FBA)

3. External referrals (may include)

Paediatrician	Private psychologist
Child and Adolescent Mental Health Services	Neuropsychologist
Take Two	Occupational therapist
Child First	Speech pathologist
	Assessment Australia

Documents: ENA report signed by SSS, and ENA status report signed by SSS and Principal or delegate

Each Term ~ Cycle of Review

SSG meetings for OoHC student occur each term.

Guidelines for ENA for Students in Statutory Out-of-Home care are followed and set out in the link below.

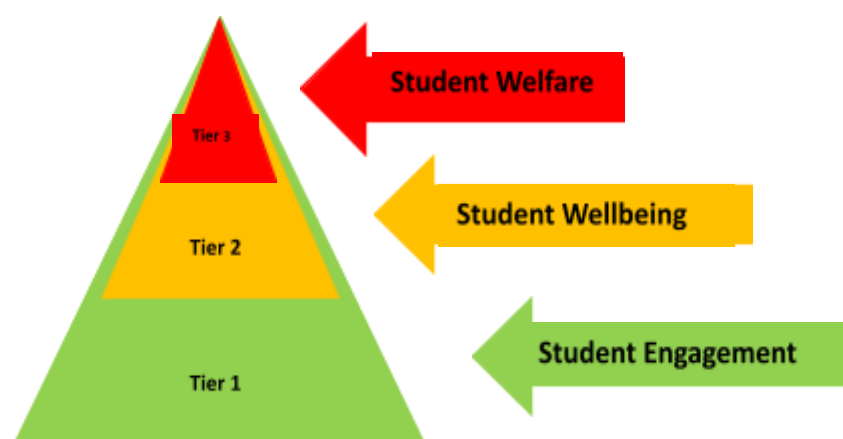
- [ENA guidelines \(pdf - 1.73mb\)](#)

4. Identifying students in need of support

Hume Valley School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team's role centres around enhancing student wellbeing. Therefore, it is fundamental that students requiring support are identified early so a range of strategies can be developed and implemented. Hume Valley 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
- Reports from previous school/s
- 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
- Pathways and structured workplace learning

Student Wellbeing Continuum of Support



Tier 1: Universal strategies

Student Engagement:

- This level aims to create a positive school climate in which the school wide expected behaviours are actively taught and reinforced
- All staff use 1) common language, 2) common practices, 3) consistent application of positive reinforcement and 4) consistent responses to inappropriate behaviour

- Practices at the Student Engagement and Wellbeing level are effective at supporting approximately 80% of students
- SWPBS
- Berry Street Education Model Strategies
- Operates across the entire school and supports ALL staff and students

Tier 2: Targeted Supports

Student Wellbeing: (Wellbeing Team attend 3 weeks per month)

- Focused interventions to support those students who are not responding to Tier 1 supports
- More intensive interventions (Explicit teaching of regulation strategies, targeted and explicit teaching of social skills, explicit teaching of emotional regulation through structured programs, engagement in anti-bullying programs [e.g. Bullying No Way], Check In/Check Out, increased staff support, increased positive feedback and reinforcement.
- Behaviour Support Plan (BSP)
- Care Team Meeting
- Class Team and SSL Meetings

Tier 3: Intensive Supports

Student Welfare: (Wellbeing Team Rep, PCT Rep, SSSO attend every fourth week)

- Intensive and individualised in order to support the complex needs of students
- Support is tailored to student's specific needs and circumstances
- A comprehensive approach to understanding and intervening with the behaviour
- A multi-disciplinary team work together to develop strategies, programs and systems to provide a higher level of support to individual students
- Behaviour Response Plan (BRP)
- Includes development of individualised programs, additional staff support, development of a re-engagement plans such as modified timetables, referral to Student Support Services (SSS), referral to other external services

Team Aims

Student Wellbeing Team - to reduce the frequency and intensity of incidents of student disengagement and/or distress for those who are not responsive to Tier 1 intervention practices.

- This provides an opportunity for the multidisciplinary team to discuss student cases and provide focused, intensive and individualized responses to situations where disengagement and/or distress is occurring or likely or occur

This is achieved by:

- Reviewing school based data (i.e. EduSafe, wellbeing referrals, Cases21, incident reports, individual student data, WorkCover reports etc.) to determine students requiring intensive support
- Defining criteria for escalating/de-escalating students between tiers of support for those exhibiting distress and disengagement
- Defining reasoning for the priority setting and resource allocation and distribution (e.g. Consultancy) throughout the school to meet student wellbeing and engagement needs
- Identifying, prioritising and coordinating support/consultancy to classroom teams for students requiring Tier 2 interventions

- Discussing & monitoring students receiving Tier 2 interventions and reviewing the effectiveness of these interventions

Whole School Rights and Responsibilities

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

Student Rights and Responsibilities

Rights	Responsibilities
To be treated with respect and equity	To allow others to learn
To learn in a safe secure and positive environment	Keep themselves and others safe
Experience consistent predictable discipline responses which emphasise choice and logical consequences	Behave in socially acceptable ways both within the classroom and schoolyard
Experience a stimulating varied teaching and learning environment which fosters success and recognition	Engage in school programs and allow others to do so

Parent/Carer Rights and Responsibilities

Rights	Responsibilities
To expect their child to be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Participate in Student Support Group meetings and support educational programs
To be supported through various issues pertaining to their child	Communicate with staff as required
To be contacted when their child continually disregards the Student Engagement Policy or is involved in a major incident	Ensure that their child attends school on a regular basis and with appropriate items for use.

Staff Rights and Responsibilities

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat students in a way that develops self- esteem
To expect students to follow the Student Engagement Guidelines	To follow the procedures in the Student Engagement Guidelines To use logical consequences and restorative practices To keep records of significant disciplinary actions
To expect students to learn	To assist students to learn To provide an engaging, inclusive and differentiated program

To communicate student progress to parents and others using accepted procedures

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

Restorative Practices

Hume Valley School is committed to implementing Restorative Practices within the school community. Restorative Practices are designed to address a range of opportunities and needs and emphasise prevention through a whole school approach while embracing the right blend of high control and high support.

At Hume Valley School Restorative Practices are implemented against a background of non-confrontation. Following a behavioural incident the student is engaged in a conversation such as:

“What Happened? What were you thinking? Who got hurt? How did you feel? How can we fix it?”

This enables the student to reflect on behaviour in a problem-solving, non-confrontational context.

At all times we strive to involve parents and carers in the restorative practice process. Our experience has been that if we can implement a team approach between home and school we can achieve much better behavioural outcomes.

Student Expectations

At Hume Valley School we aim to have students willingly participate and engage in their education, so as to enhance their achievement levels and improve their attitudes. Our school is committed to cultivating positive working and social relationships throughout the school community.

Our shared goals are that all students will:

- Respect, value and learn from the differences of others
- Have respect so that they learn
- Reflect on and learn from their own experiences

5. Student behavioural expectations

Behavioural Consequences:

Students are expected to cooperate, show respect, learn, be honest, care and be responsible.

Students are expected to cooperate:

To promote cooperation student could choose to	Cooperation is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> ▪ Consider other classmates needs 	<ul style="list-style-type: none"> ▪ Always has to be first 	Speak to child Student to reflect on the incident	Parents Contacted Withdrawal of privileges with

<ul style="list-style-type: none"> ▪ Think of ways for everyone to have a turn ▪ Encourage everyone to have a say 	<ul style="list-style-type: none"> ▪ Refuses to take turns ▪ Ignores the ideas of others 	<p>(Student incident report may be completed) Reflection sheet may allow opportunities for students to repair relationships</p>	<p>explanation of impact on behaviour Behaviour Management Plan Student Support Group In- school suspension</p>
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Detention

Hume Valley School uses Positive Behaviour Plans (SWPBS) to improve student behaviour hence does not use detention practices. However, individual behaviour management plans may require some children to be withdrawn from their standard program or the school yard for varying periods if their behaviour compromises the safety of both themselves and others.

Student Management

Hume Valley School has high expectations of student's behaviour and follows a school-wide student management process based on School Wide Positive Behaviour Support (SWPBS). The approach emphasises the importance of building strong relationships between staff and students, provides students with choice, aims to allow teachers to teach and students to learn, involves parents/carers, promotes self-discipline and focuses on creating a positive, supportive learning environment.

The basic tenets of the approach are:

- The student code of conduct is developed through a process of wide community consultation, which outlines amongst other things, agreed behavioural development and management strategies.
- The code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- All students will develop individual learning plans that include behavioural goals.
- Whole school rules will be negotiated with students.
- A wide range of positive activities will be provided for students including sporting, leadership, community service and appropriate leisure pursuits.
- Positive student behaviour will be appropriately recognised.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, cyber-bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing clear processes for student management and student attendance

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- providing proactive programs to promote student engagement, positive behaviours and regular attendance.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by students, parents and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- communicating with the parents/carers
- specific monitoring of student behaviour and attendance
- providing pro-active programs

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the Principal, Student Wellbeing Team members, other professionals and support agency personnel
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

Corporal Punishment

The use of corporal punishment is prohibited in all Victorian Schools. Hume Valley School staff do NOT use corporal punishment under any circumstances.

Exclusion

Details of suspension and expulsion procedures are discussed below, however, it should be noted that parents are to be involved in exclusion procedures as stated.

Suspension - General information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Procedures prior to suspension

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student's behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student's behaviour and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behaviour continue
- the responsibilities of the parents, should suspension be considered necessary

(1) The principal must ensure that –

(a) the behaviour, the educational needs of a student, disability, age of student and the residential or social circumstances of the student has been considered before suspending a pupil;

(b) a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.

(c) the parent may be accompanied at that meeting by another person who is not acting for fee or reward.

(d) if it is considered warranted by the pupil or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

Grounds for suspension

(1) A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

(a) behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or

(b) commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or

(c) possesses, uses, or assists another person to use prohibited drugs and substances; or

(d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or

(e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or

(f) engages in behaviour that vilifies, defames, degrades or humiliates another person

Procedures for suspension

If the strategies outlined in the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- (1) The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension on the day on which the suspension commences or within twenty-four hours thereof.
- (2) The principal shall also provide the president of the school council with a copy of the notice of suspension.
- (3) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.
 - (a) The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.
- (4) A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter.

The period of suspension shall not be extended due to delays in holding a suspension conference.

- (a) A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.

Period of suspension

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year.

The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

Expulsion – General Information

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted.

Grounds for Expulsion

A principal may expel a student if;

- (a) the student does anything for which they can be suspended
- (b) the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school

Procedures prior to Expulsion

Prior to an expulsion the principal must ensure that;

- (a) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;

(b) despite these strategies, the student's inappropriate behaviour persists; and

(c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

Procedures for Expulsion

(1) The principal is responsible for a students' expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion.

(2) The principal must convene a student support group meeting to;

(a) provide the student and their parents/carers with a Notice of Expulsion before the day on which the expulsion commences

(b) provide a copy of the Procedures for expulsion, to the student and their parents/carers

(c) identify the future educational, training and/or employment options most suited to the students needs

(d) a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report .

Transition Arrangements

If the school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

Expulsion Appeal Process

A principal's decision to expel a student can be appealed by the student or the student's parents/carers.

The principal must provide the student and parent/carers with an Expulsion Appeal proforma, at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal within twenty-four hours.

Suspension and expulsion are measures of last resort and may only be used in particular situation 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 Hume Valley School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

6. Engaging with families

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

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

- Ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families with homework and other curriculum-related activities
- Holding parent information sessions and inviting families to celebrate special occasions (e.g. Mothers/Fathers day)
- Collaborating with 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

7. Evaluation

Hume Valley 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
- Incident data
- School reports
- Parent survey
- Case management
- Wellbeing referrals
- CASES21
- SOCS

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

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

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

FURTHER INFORMATION AND RESOURCES

The following policies and guidelines need to be considered and consistent with implementing effective practice within the school community.

Anaphylaxis Procedure	Medication Policy
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Anti-bullying and Cyber-bullying	Meeting and PD Protocols
Arrival and Dismissal Procedure	Multi-cultural diversity policy
Asthma Policy	Occupational Health and Safety Policy
Assessment and Reporting Schedule	OH & S Issue Resolution Flow Chart
Bus Procedure	Offensive Materials
Child Safe Policy	Parent Engagement Policy
Criminal History Check	Personal belongings policy
Community Access Procedure	Positive Behaviour Management Procedures
Community Building Practice	Prevention of Bullying in the Workplace
Complaints and Resolution Procedure	Privacy Policy
Drug Education Strategy (ISDES)	Sexual Harassment Policy
Emergency Management Plan	Smoke-Free Schools Policy (DET Guide)
Enrolment Policy	Student Welfare Policy
Equal Opportunity Policy	Student Support Group Processes
First Aid Procedures	Transition Policy

REVIEW CYCLE

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

Policy last reviewed	August 2021
Consultation	August 2021 Student Wellbeing Team, SSL, School Council
Approved by	Principal
Next scheduled review date	August 2023

