1: SCHOOL PROFILE

Abbotsford Primary School is a Victorian Government School located in Lithgow Street, Abbotsford. The school has been in operation since 1877 and is well established in the Abbotsford and Richmond community. With a current enrolment of 105, Abbotsford Primary School provides an inclusive environment for its students, with a focus on Literacy and Numeracy that integrates technology and 21st Century learning approaches. The school is recognised for its innovative approach to teaching languages through its Chinese Bilingual program. Students learn Literacy, Numeracy, the Arts, Science and other subjects in Mandarin for 7.5 hours a week. Additionally, the school provides a comprehensive specialist program that includes Vietnamese, Visual Arts, Library, Music and Physical Education. Extra-curricular activities include Instrumental Music – Keyboard, Active After School Sports – Soccer, Homework Club and Chess Club.

2: WHOLE SCHOOL PREVENTION STATEMENT

Abbotsford Primary School is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The school values of Respect, Learning and Working Together are supported by both the student and teacher behavior matrix which provide a basis upon which appropriate programs and procedures are developed across the school. The School Wide Positive Behaviour Support for Engagement and Learning (SWPB-EL) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and/or harassing behaviour; while providing an effective framework within to restore positive relationships.

SWPB-EL also emphasizes that classroom management and preventive school discipline must be integrated and working together with effective curriculum instruction in a positive and safe school climate to maximize success for all students. A clear structure of positive reinforcements which includes rewards is essential in complementing and encouraging appropriate behaviour and preventing the encouragement of inappropriate behaviour.

All prevention and intervention engagement and wellbeing programs are developed in response to student needs that have been determined by up-to-date research, as well as quantitative and qualitative analyses of school data. Data is used to evaluate and refine current programs. We recognise the importance of interagency collaboration in supporting and improving students learning outcomes and wellbeing.
3. RIGHTS AND RESPONSIBILITIES:

The school values cooperation and teamwork amongst all the school community. Abbotsford Primary School is committed to all members of the school community working together to provide a safe, caring and stimulated learning environment. The Abbotsford Primary School values are:

**Respect**
Respecting self and others, school and community property. This includes listening with an open mind and valuing the ideas of others.

**Learning**
Maintaining a positive and curious mind while seeking out new knowledge and ideas. It is important to strive to improve skills.

**Working Together**
Being willing to share ideas, resources and skills with each other. This includes contributing positively to class and group activities.

All members of the school community are expected to model appropriate behaviours as set out by the School Values and the Behaviour Matrix. We believe that the importance of positive personal relationships is one of the key underpinning values of the Abbotsford Primary School community.

All students have the right to:
- Be treated fairly and respectfully by all members of the school community
- Be safe and secure
- Stimulating teaching and learning
- Learn in the classroom without interruption
- A clean, ordered and safe learning environment
- Equitable access to school programs regardless of gender and cultural background
- Express their views appropriately through the appropriate channels (e.g. House Leaders, School Council)
- Receive ongoing communications, effective feedback about both classwork and behavior, along with assessments and reports about their progress.

All students have the responsibility to:
- Come to school in correct uniform
- Bring equipment ready and prepared to learn
- Attend school 95% of the time or more; be on time to school and all classes
- Remain at school in class for the whole day
- Participate in school programs that are offered appropriate to their year level
- Respect the right of others to learn and be willing to take on all learning opportunities
- Communicate clearly and honestly any issues of concern they have about their learning to an appropriate staff member
- Care for their own property/equipment and respect the property/equipment of other students and of the school
- Respect the individuality of others regardless of gender, religious and cultural background
- Use digital technology and electronic communication in a safe and respectful manner
- Respect their personal health and emotional wellbeing (and that of others) and comply with school regulations associated with prohibiting the use of cigarettes, alcohol and other drugs
4: SHARED EXPECTATIONS

At Abbotsford Primary School, all staff have a shared responsibility for the development and provision of appropriate, relevant and challenging curriculum and co-curricula programs that give students the opportunity to experience success in their learning and future pathway.

4.1. Staff Expectations:

• Commit and adhere to the school values and the Behavior Matrix
• Use inclusive teaching practices – that provide for individual difference
• To ensure each student experiences success at school
• To have a belief that all students can learn and provide them with engaging curriculum
• To ensure a safe learning environment
• To monitor and follow up student attendance
• To facilitate the development of student individual strengths and interests
• To provide opportunities for students to explore pathway directions from Prep to 12 (e.g. transition and retention)
• To foster and support the wellbeing of students
• To seek guidance and/or know when to refer students to appropriate school personnel;
• To provide all students with effective feedback, positive reinforcement and rewards

4.2. Student Expectations:

• To work in an educational environment that is safe, supportive and inclusive, where they are able to develop their talents, interests and ambitions.
• To participate fully in the school’s educational program and to attend regularly.
• To display positive behaviours that will demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
• To take responsibility for their own learning and participation as members of the whole school community.
• To actively contribute to creating a positive learning environment.

4.3. Parents/Carers Expectations:

• To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights and property of others are encouraged
• To promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.
• To ensure their child’s regular attendance. A minimum of 95% attendance is required.
• To engage in regular and constructive communication with school staff regarding their child’s learning.
• To support the school in maintaining a safe and respectful learning environment for all students.
5. SCHOOL ACTIONS AND CONSEQUENCES

5.1. Student engagement, regular attendance and positive behaviours will be supported through a relationship based on School Wide Positive Behaviours whole-school and classroom practices, including:

- establishing predictable, and fair classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students and their cultural diversity
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing safe physical environments that foster positive behaviours and effective engagement with their learning

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

- ensuring a clear understanding of expectations by students, parents/carers and teachers
- providing consistent school and classroom environments
- involving and supporting the parents/carers
- mentoring and/or counselling
- developing individualised flexible learning, behaviour or attendance plans
- linking students and families with community support and health agencies.

5.3. A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

The Staged Interventions which may be used prior to suspension include:

- A range of positive behaviour interventions
- Learning plans, Behaviour Support plans and Return to School plans
- Parent/carer contact – telephone conversations and meetings
- Time-out/Withdrawal/In-school suspension from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Referral to Sub-School leaders, Primary Welfare officer or the Principal.
- Referral to school based positive behaviours and wellbeing prevention and intervention programs (e.g. Social Skills group)
- Use of the Student Management Tool to monitor and track students at risk with the aim of providing appropriate early intervention
- Convening of a Student Support Group (SSG) and SSG meeting (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

5.4. Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines.
TIMELINE/POLICY REVIEW AND EVALUATION

The wellbeing team to audit implementation plans and programs on against the Victorian Framework for Student Support, Safe Schools is Effective Schools, Effective Schools are Engaging Schools Policies and review policy 2015.