



BIMBADEEN HEIGHTS PRIMARY SCHOOL 5011

STUDENT ENGAGEMENT AND WELLBEING POLICY

A Positive School Culture

At Bimbadeen Heights Primary School, all members of the school community share a collective responsibility towards maintaining a positive, inclusive social environment, which promotes non-discriminatory relationships, high levels of achievement and high standards of behaviour. Over their seven years of primary school, Bimbadeen Heights aims to provide students with multiple and diverse opportunities to experience success and through which their emotional and physical wellbeing is enhanced. Developing a strong sense of belonging and connectedness is seen as essential for students to not only effectively engage in learning programs but to excel.

Every child is given every opportunity to participate in meaningful teaching and learning programs. In addition, individual learning plans and intervention programs are provided to support students with specific needs of either an emotional, social, physical or academic nature. Transition programs at school entry, school leaving and between levels are implemented to ensure student anxiety is minimised and to enhance the ideal that every child should feel happy, safe and supported when coming to school. Regular attendance at school is not only promoted and encouraged but is expected, with monitoring and reporting procedures in place to ensure that students and parents understand the importance of daily attendance.

The promotion and teaching of pro-social values and behaviours, reinforced by specific intervention and support strategies, is a key element of Bimbadeen Heights' approach towards student engagement and wellbeing. Programs at each level are linked to the Victorian Education Standards Framework (VELS), and include strong home-school partnerships and links to the local community.

Bimbadeen Heights strives to maintain a culture of learning, where:

- diversity within the school community is accepted and valued.
- students demonstrate a strong sense of self worth, have developed supportive social and learning relationships and feel empowered through opportunities to participate in school and classroom decision making.
- teachers feel that they can and do help every student to succeed within democratic, inclusive classrooms in which the teaching and learning program reflects a personal and professional commitment to understanding and providing for their students' needs.
- parents and the local community feel that their role and participation in student wellbeing and learning is welcomed and valued.

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School Vision Statement:

To instil in children a life long love of learning.

School Mission Statement:

To provide each child with the opportunity to develop their full potential for intellectual, social and emotional growth.

School Profile Statement

Bimbadeen Heights is located within an established residential area of Mooroolbark in the outer eastern suburbs of Melbourne. The school was established in 1976 and officially opened in 1977. A significant proportion of students (69% of enrolments) come from outside the designated catchment area.

Enrolments have remained consistent at 600 pupils or above. The school enrolments have been significantly over DEECD projected enrolment for the last ten years. The number of students attending Bimbadeen Heights from outside the designated catchment is an indicator of the successful educational experiences offered and the high esteem in which the wider community holds our school.

Children come from a range of pre-school and child care centres however the majority come from Bimbadeen Kindergarten. Exiting Year 6 students go to a range of secondary schools including Mooroolbark Heights Secondary College and Lilydale High School. Approximately 90% of exiting students go to government secondary colleges.

The Student Family Occupation (SFO) Density indicates that our school is in the mid-range of socio-economic status.

We offer specialist programs in LOTE (German), Physical Education, Art, Music and Library. We have made a commitment to the Digital Excellence Program from Prep to Year 6 and a number of classrooms have interactive whiteboards. Sustainability is an important part of our curriculum.

A number of Student Wellbeing and Engagement programs assist us in meeting student wellbeing needs. These programs are supported by our school Student Wellbeing Coordinator who also works with individual or small groups of children on designated wellbeing issues. The MATES program, (Modelling and Teaching Essential Social Skills), is one such response. A School Chaplain is employed and works closely with the Student Wellbeing Coordinator, to strengthen our links with community agencies and enhance our ability to assist students and families in need. Other support personnel include a School Guidance Officer, Speech Pathologist and Visiting Teachers for Hearing and Physical Impairment. We are also supported by the local Anglican Church, through the World Vision mentoring program 'Kids Hope'.

Whole-school Prevention Statement

At Bimbadeen Heights, our core values reflect the belief that an effective school is one that embeds student safety and wellbeing throughout all school practices. The focus on developing positive, supportive relationships between all members of the school community is a key component of our teaching of these values. These core values are supported by the foundation skills and behaviours of the 'You Can Do It!' Program – Getting Along, Organisation, Persistence and Confidence.

RESPECT

Respect for self and others is shown when members of the school community speak and act towards each other with courtesy and consideration.

Respect for property and the environment is demonstrated when the school facilities, equipment and surroundings are used in a manner that reflects care and consideration.

FAIRNESS

Fairness is shown when all members of the school community are treated equally and are given equal opportunities to participate and have their needs met.

COMPASSION

Compassion is shown when all members of the school community care for others.

UNDERSTANDING

Understanding is the awareness and acknowledgement of other people's differences, including their views, beliefs and culture, in an atmosphere of acceptance and inclusion.

HONESTY

Being honest requires a sincere, truthful relationship between members of the school community, where there is trust and consistency between words and actions.

Student engagement, regular attendance and appropriate behaviour is encouraged through the implementation of whole school strategies, supported by targeted and individualised support when required.

Relationship based whole school and classroom programs which promote engagement and positive behaviours include:

A Valued Beginning – A Whole School Social and Wellbeing Program which is implemented for the first two weeks of every school year.

The aim of the program is to establish:

- safe, fair and respectful classrooms
- positive relationships between students and between teachers and students
- a class vision statement and agreement in which student participation in discussion and decision-making is a key component
- the building of a learning community with shared expectations and goals

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- an understanding of the students' different learning strengths and preferred learning style.

During 'A Valued Beginning', the Student Code of Conduct, School Rules, anti-bullying and pro-social key messages are revised to ensure that all students have a clear understanding of whole school expectations.

STARS – Student Teams Are Really Special

A program which aims to build connectedness between students at different year levels as a school engagement and anti-bullying strategy. STARS involves the vertical grouping of students from Prep to Year 6 who under the guidance of an adult mentor, including school leadership, teachers, integration aides and office staff, participate in self esteem and pro-social activities using Circle Time ideology.

Targeted, individualised programs include:

MATES – Modelling and Teaching Essential Social Skills

Students from Prep to Year 3 may be offered the opportunity to participate in small group activities aimed at building emotional literacy, social problem solving skills and positive social behaviour. Students from Year 4 to Year 6 may be involved in cooperative projects facilitated by the School Chaplain.

Kids Hope

Trained mentors from the local Anglican Church work for one hour a week with one student under the guidance of the World Vision Program 'Kids Hope'. The aim of this program is to develop respectful, caring relationships with these students, to show interest in their achievements and provide targeted assistance in key learning areas, all of which has a positive effect on the student's sense of self worth.

STA - Speech Therapy Assistant

STA is an intervention program which aims to assist students who have learning difficulties specifically related to language, to develop strategies that will increase their ability to engage in the classroom program.

In addition to individualised programs, practices which promote engagement and positive behaviours include:

- the establishment of safe, fair and respectful classrooms
- providing a physical environment conducive to positive behaviour and effective engagement in learning
- providing individual learning plans and modified programs for students where appropriate, including opportunities to participate in the range of activities which forms the Gifted and Talented Program.
- ensuring that students have a voice in class and whole school decision making is encouraged through – focus group interviews, class surveys, class meetings, Junior School Council, School Leadership program, membership of student committees i.e. Earth Keepers sustainability committee

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- the positive acknowledgement of all students through reward systems and awards
- monitoring attendance and promoting the resource, 'It's not OK to be Away'.

Other support strategies include:

- involving and supporting the parents/carers
- involving the Student Wellbeing Coordinator and/or School Chaplain or SSSOs
- providing counselling or mentoring
- cross age tutoring
- convening student support group meetings
- developing individualised flexible learning, behaviour or attendance plans
- involving community support agencies.

The School Strategic Plan 2010 – 2013, outlines the student engagement and wellbeing goals, targets and the related school improvement strategies and actions, which have been identified through the school strategic and annual implementation planning process.

Goals

Student Learning

- To improve learning outcomes for students in Literacy and Numeracy across the school with a focus on Writing.
- To extend the use of innovative ICT to support teaching and learning.

Student Engagement and Wellbeing

- To embed existing student wellbeing and engagement practices into classroom programs.

Student Pathways and Transitions

- To improve transition for all students from pre-school through to post-primary education.

Key Improvement strategies

- Develop the instructional capacity of all teachers to improve student learning through the implementation of the E5 instructional model.
- Ensure a whole school approach to curriculum planning and delivery with a focus on Writing.
- Integrate the Ultranet into the teaching and learning program.

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- Implement a whole school approach to student wellbeing and engagement across the school.
- Continue to improve and develop the transition of students from pre-school to secondary school with a focus on year to year transition.

Actions

Student Learning

- Using E5 as a basis for staff discussion of teaching and learning approaches focused on improved teacher practice.
- Develop a whole school approach to teaching and learning frameworks with a focus on Writing.
- Engage a consultant to share expertise and broaden curriculum delivery.
- Enhance understanding and use of performance data through timetabled whole staff discussion.
- Implement an effective teacher feedback model throughout the school that supports ‘open doors’, collaboration and teacher reflection on practice – coaching, peer observation, learning walks.
- Establish Bimbadeen as an Ultranet lead user school in the Yarra Ranges network.

Student Engagement and Wellbeing

- Consolidate the key programs already introduced into the school so that they are an integral part of the curriculum in all classrooms. Ensure on site professional development and on –going learning for all members of staff to build common understandings.
- Update and revise teacher knowledge of the Restorative Practices approach.
- Make explicit to students and families the strong connection between student wellbeing, regular punctual attendance and improved learning outcomes. Collect and use data to inform actions.
- Continue to promote and celebrate student leadership throughout the school and the involvement of students in key issues in the community.

Student Pathways and Transitions

Pre-school to Prep

- Seek feedback from prep parents, teachers at school and the pre-school on an annual basis.
- Continue strong links with other schools and pre-schools within the network.

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- Provide a number of transition opportunities for children and parents to experience school life.
- Develop a calendar of transition events.
- Provide opportunities to educate parents of their role in their child's learning and the value of strong partnerships with teachers and the school.

Year 6 to Year 7

- Review current levels of satisfaction with the transition procedures by seeking feedback from students, parents and teachers at the feeder secondary schools on an annual basis.
- Develop a purposeful and planned transition program with local secondary colleges. Collaboratively plan a meaningful program that builds common understandings of teaching and learning, student culture and community expectations.
- Student surveys by school chaplain to follow up the transition procedures.

Year to Year Transition

- Develop a school-wide approach to year to year transition including introductory letters sent from teachers to students before the start of the new school year.
- Identify and formalise an induction program for all new students to the school.

Rights and responsibilities

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 Student Code of Conduct acknowledges that:

- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.
- Students have a right to work in a secure environment where, without intimidation, bullying or harassment, they are able to fully develop their talents, interest and abilities.
- Parents have the right to expect that their children will be educated in a safe and supportive environment where the principles of care, courtesy and respect for the rights of others are valued.

Teachers also have a responsibility to:

- Model positive, respectful behaviour towards all members of the school community.
- Fairly, reasonably and consistently, implement the school's policies.
- Use their individual knowledge and understanding of their students to plan and assess for effective learning.

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- Create and maintain safe, supportive and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Demonstrate high expectations of learning outcomes and behaviour.
- Communicate with parents on matters relating to their child's learning and wellbeing.

Students also have a responsibility to:

- Participate fully in the school's educational program.
- Attend school regularly.
- Behave in a manner that demonstrates respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others, including the right to learn.
- Develop as individual learners by organising their resources, setting goals and increasingly managing their own learning.

Parents also have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.
- Inform school staff, within Privacy requirements, about matters relating to their child that may affect their learning program.

Within our Student Code of Conduct, our school's values will be reflected in the expected behaviour of the students. These include:

RESPECT

Students will be expected to:

- Show consideration and courtesy to all members of the school community including peers, teachers, parents and visitors.
- Care for and appreciate other people's belongings, school equipment and buildings.
- Demonstrate a sense of ownership and pride in their school.

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FAIRNESS

- Students will be expected to work, play and behave in the spirit of cooperation and inclusiveness.

COMPASSION

- Students will be expected to demonstrate a caring attitude towards all others.

UNDERSTANDING

- Students will be expected to behave in an accepting, non-discriminatory manner towards all others.

HONESTY

- Students will be expected to:
- Behave with sincerity and truthfulness towards all members of the school community.
- Show and accept responsibility for one's own words and actions.

At Bimbadeen Heights we employ a proactive approach, through classroom and whole school programs, to develop each child's awareness of appropriate and desirable behaviour. Programs which build relationships and promote positive attitudes have been found to reduce the need for disciplinary action. Where unacceptable behaviour occurs, a restorative approach is used to repair harm and appropriate disciplinary measures are implemented, which take into account the student's background, needs and any mitigating circumstances. A staged response is used to address the needs of students with problem behaviours (*Effective Schools are Engaging Schools Student Engagement Policy Guidelines– Element 5, Appendix 2*).

School Rules

The following behaviours will be considered a breach of our Student Code of Conduct and will not be tolerated:

- fighting
- bullying including cyber-bullying
- verbal abuse or harassment
- disruptive behaviour which interferes in the learning of others.

Bullying incidents will be managed in accordance with the procedures outlined in the Staff Information Manual.

For reasons of safety and consideration of others, the following behaviours are not acceptable:

- playing with or throwing dangerous objects such as sticks and stones
- riding bicycles, skateboards, rollerblades and scooters in the school grounds during school hours, without teacher permission

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- playing with dangerous toys
- climbing trees, fences and buildings
- disregarding school property
- leaving the school grounds without permission
- playing in out of bounds areas
- being in the school buildings without teacher permission and/or supervision
- eating wrapped food outside the designated areas and/or dropping litter.

The class agreements and school rules will be supported by a graded set of disciplinary measures, which may be implemented by the teacher, after consideration of the behaviour. These may include the following:

- a reminder of the agreement/rule and explanation of the unacceptable behaviour
- a verbal warning
- withdrawal of student privileges
- student withdrawal to another classroom or office for a specified amount of time
- a lunchtime detention and parents contacted via a school discipline notice
- an after school detention following prior notification to parents
- suspension
- 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. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

Breaches of the school rules during recess and lunch playtimes may, in addition to the above, also result in:

- yard duty with a teacher
- a restricted play area
- withdrawal of student play privileges
- a school community service task

Details of breaches of the school rules will be entered in the yard duty book and where appropriate included in the Record of Individual Student Contact (RISC) data.

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At any point, parents may be contacted for an informal or formal meeting to discuss strategies which may be used to support the student and to resolve behaviour issues.

The Principal, in consultation with class teachers, will retain discretionary powers which may necessitate repeating or by-passing these disciplinary measures.

Bullying

Bimbadeen Heights advocates zero tolerance towards bullying by all members of the school community. Bullying is defined as persistent, unjustified behaviour by an individual or group, which infringes upon the rights of others and has the intention of causing physical or psychological harm.

Bullying includes:

- teasing
- put downs
- name calling including that of a racist or sexual nature
- spreading rumours
- demands for money or possessions
- purposeful exclusion of others
- physical violence and/or threats
- use of mobile phones and/or computers to abuse, harass or intimidate (cyber bullying).

The purpose of our school Bullying Policy is:

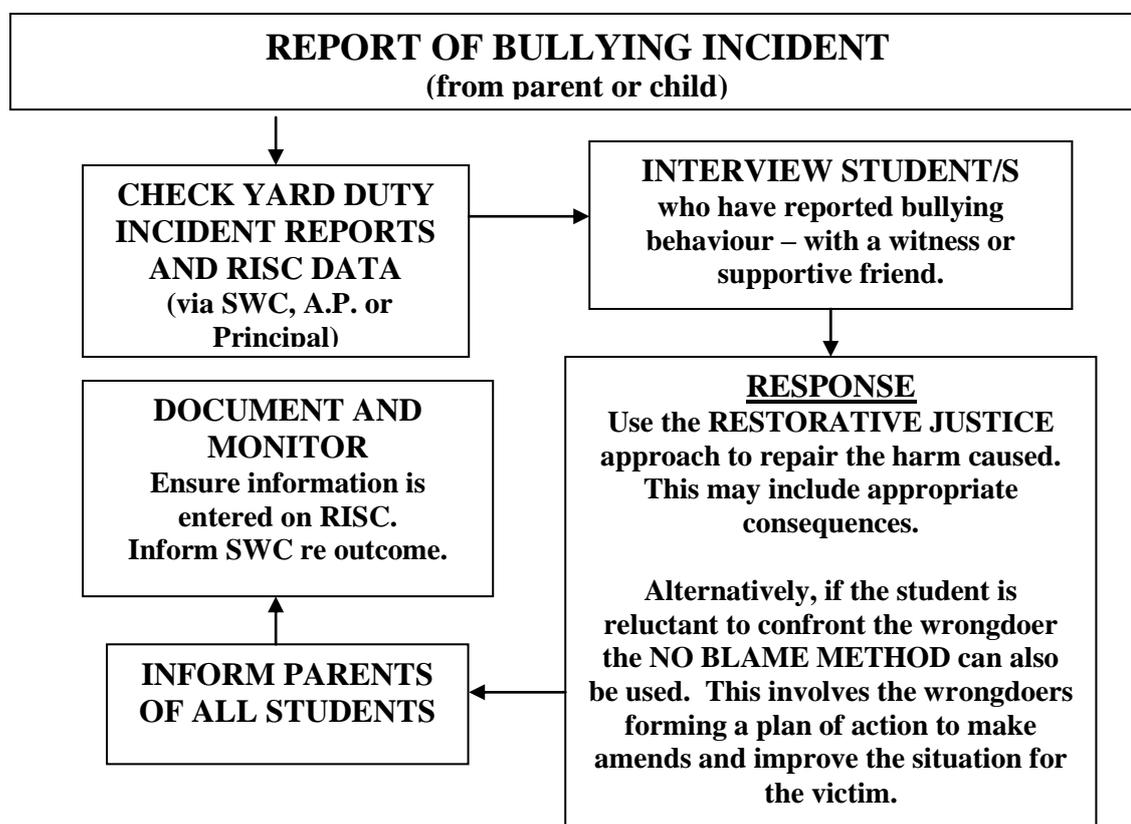
- To ensure Bimbadeen Heights is a safe, pleasant and non-threatening place for all members of the school community
- To assist all members of the school community to identify bullying behaviours.
- To support all members of the school community in promoting a zero tolerance towards physical, verbal or cyber bullying.
- To support all members of the school community to take action against bullying.

The policy is supported by the following guidelines:

- All members of the school community have an essential role to model appropriate behaviour on a consistent basis.
- The Student Code of Conduct, Bullying Policy and procedures outlined in the Staff Manual will be implemented in a consistent and fair manner by all staff.

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- The staff will respond to reports of bullying according to guidelines outlined in the Staff Manual (and detailed in the flowchart on page 11).
- Reports of cyber-bullying will be investigated and responded to in collaboration with parents.
- Playground incidents will be recorded and monitored through the Yard Duty Incident Book system.
- Material on all forms of bullying, acceptable social behaviours, personal safety and resilience will be included in the curriculum.
- Programs such as ‘You Can Do It! and Bounce Back will be implemented to teach positive social skills.
- Information on bullying, including cyber bullying, will be available to parents via newsletters, assemblies and the parent library.



The following information on evidence-based responses to bullying incidents has been taken from the ‘No Bullying’ website. These responses closely follow the processes and practices at Bimbadeen Heights.

Restorative Justice

Restorative justice methods for addressing social problems include the method of shared concern, the no blame approach, community conferencing and the formal apology.

Restorative justice approaches use the incident of misbehaviour as an educative opportunity for repairing the harm and fostering more socially responsible relationships and behaviours that take others' perspectives into account. This is achieved through carefully structured opportunities for individuals to understand the impact of their actions, recognise their social responsibilities and make amends to those who have been affected by their actions. The young person is also assisted to reintegrate successfully into the school community. The most common form of restorative justice is community conferencing.

The key principles of these methods are:

- Bullying and harassment occur in the context of group behaviour.
- The aim is to develop empathy and concern for others.
- The dynamics that sustain bullying and harassment can be shifted by working with the perpetrators, and often their family and/or peer group.
- A shift in behaviour can be achieved by developing a sense of shared concern for the bullied or harassed persons.
- Punitive measures model and reinforce the abuse of power to meet individual needs, place the target at greater risk of revenge and may send the bullying underground.

A restorative approach to conflict or wrongdoing consists in asking 4 KEY QUESTIONS:

- 1** What has happened?
- 2** Who has been affected?
- 3** How can we involve everyone who has been affected in finding a way forward?
- 4** How can everyone do things differently in the future?

No blame approach

The no blame approach provides teachers with a way of encouraging empathy and dealing with individual bullying or harassment behaviours. The teacher acts both as facilitator and intermediary between the parties. Here is the no blame approach sequence:

- 1) Meet the victimised person to provide support, explain the proposed process and collect material on the impact of the bullying or harassment.

- 2) Consult with teachers who know the peer group well to establish a balanced group consisting of the main perpetrator and supporters, friends of the victimised person, and two assertive peers who have not attempted to prevent the bullying or harassment.
- 3) Convene a structured meeting of this group (without the targeted student present) to develop shared responsibility without blaming, to elicit suggestions for solving the problem, to encourage shared action and to establish a subsequent meeting (possibly in a week) to discuss progress. (Note: The victimised person does not attend this group meeting.)
- 4) Support the victimised person through daily meetings to check progress.

Method of shared concern

This method (developed by Pikas, 1989) enables the trained teacher or counsellor to establish shared concerns and encourage shared solutions to the problem. The method includes initial individual meetings with perpetrators as well as a final meeting of all parties. This is the method of shared concern sequence:

- 1) Gather preliminary information to understand the problem.
- 2) Meet each of the perpetrators individually to encourage acknowledgment of the situation and to develop constructive responses and a plan to change the behaviour.
- 3) Meet the person being bullied or harassed.
- 4) Meet perpetrators individually to review progress of their agreement.
- 5) Following positive signs of change, hold a meeting of all perpetrators to reinforce the changes made and prepare for the next meeting.
- 6) Hold a final combined meeting of all involved as a public demonstration that the behaviours have ceased.

Instead of 'bullying the bullies', both of these strategies establish shared concerns and shared solutions to reconcile differences and encourage more equitable behaviour.

Formal apology

The formal apology is a symbolic social contract that can mend relationships and restore personal wellbeing. As a learned negotiation process, it can help to develop empathy and show that the harmony of the group is more important than an individual's victory. A successfully given and received apology involves:

- learning and acknowledging that an accepted norm has been violated
- working out the appropriate time to make the apology
- naming the specific offence to the offended person
- explaining to the offended person why the offence was committed, that the behaviour isn't characteristic of the offender, and that it won't happen again
- communicating that the behaviour wasn't intended as a personal affront (and therefore the other person can feel safe in future)
- showing genuine regret for the behaviour.

As part of any of these restorative processes, individuals are likely to require assistance to develop understanding, skills, confidence and courage in giving genuine apologies.

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Restorative justice processes and practices include interventions, as detailed above, which are put into place when harm has happened. There are also processes and practices that help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. At Bimbadeen Heights this includes Circle Time, classroom meetings and restorative pedagogy where teachers model the restorative values and skills and create opportunities for students to develop their own emotional literacy

Explicit information related to bullying is included in the teaching and learning program at every level. Students are encouraged to develop the appropriate knowledge, attitudes and skills to enable them to understand the dynamics of a bullying situation, to develop appropriate social problem solving strategies, effective coping skills and a resilient attitude. The role of bystanders and encouraging a responsible attitude is seen as a key strategy in promoting zero tolerance towards bullying.

Knowledge

- What bullying is
- The school anti-bullying policy
- Why it must be stopped – the harm it does
- Who can help in a bullying situation
- Knowing the difference between reporting and dobbing
- The legal implications of bullying, including cyber bullying

Attitudes

- Being unprejudiced
- Being cooperative and empathic
- Resisting negative group pressure
- Having a strong self worth
- Demonstrating a confident attitude

Skills

- Demonstrating positive social and friendship skills
- Being assertive and not acting aggressively
- Resolving differences constructively, using conflict resolution techniques
- Helping others who are being bullied, as a good bystander
- Reacting effectively if bullied

Equal Opportunity

Bimbadeen Heights Primary School aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. This school is enriched by and celebrates the diversity of our whole school community.

That is why Bimbadeen Heights Primary School is committed to ensuring that the working environment is free from discrimination, harassment, bullying, and victimisation and it will not be tolerated under any circumstances.

This school acknowledges that in society some people are treated unfairly or unfavourably because of irrelevant personal characteristics such as their sex or race. This school supports the Equal Opportunity Act 1995 (Vic), which says that it is against the law to discriminate against anyone, including students and school staff, because of their actual or assumed:

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- age
- breastfeeding
- carer status
- disability/impairment
- gender identity
- industrial activity
- lawful sexual activity
- marital status
- parental status
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes)

Bimbadeen Heights Primary School also acknowledges and is fully committed to upholding The Charter of Human Rights and Responsibilities Act 2006, which sets out a list of twenty rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter 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 compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

Students with disabilities

Bimbadeen Heights Primary School is committed to developing inclusive strategies for students with disabilities to ensure access to a comprehensive, challenging and relevant educational program. Our programs and practices support the Program for Students with Disabilities which aims to maximise student potential growth in education and learning, and ensure that students with disabilities are valued and participate in all aspects of school life, consistent with optimal and relevant goals and aspirations.

There are three specific objectives which together will achieve this goal for the Program for Students with Disabilities:

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- 1) Student learning – Student potential for growth and development in (academic) discipline-based, personal and interpersonal learning, and independence in learning is maximised and is consistent with their goals and aspirations.
- 2) Student engagement and wellbeing – Students are motivated and are able to participate fully in their education and wider school life, consistent with optimal and relevant goals and aspirations.
- 3) Student pathways and transitions – Students successfully transition to, throughout and from school, and the pathways selected maximise their potential for growth and development while they attend school and after they leave school.

Parents, teachers and school leaders work together to support all students to achieve their potential, and focus on the teaching-learning relationship to meet the individual needs of all students. Through the Program for Students with Disabilities, students' educational needs are closely monitored and reviewed, and meaningful goals are set and met. Teachers and school leaders are required to comply with the Disability Standards for Education 2005, which clarify the obligations on schools and the rights of students under the Disability Discrimination Act 1992.

Supporting Documents and Policies

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Charter of Human Rights

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm>

VIT Teacher Code of Conduct

<http://www.vit.edu.au/conduct/victorian-teaching-profession-code-of-conduct>

Equal Opportunity Act

<http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>

Bimbadeen Heights Staff Information Manual

Bimbadeen Heights School Policy Documents

- Attendance
- Bullying
- Equal Opportunity
- Harassment
- Integration
- Mandatory Reporting
- Special Assistance
- Student Code of Conduct
- Risk/Emergency Management
- Transition

