

Definition

“Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioral engagement refers to students’ participation in education including the academic, social, and extracurricular activities of the school.

Emotional engagement encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of belonging or connectedness to the school.

Cognitive engagement relates to students’ investment in learning and their intrinsic motivation and self regulation”.

(DEECD: *Effective Schools are Engaging Schools-Student Engagement Policy Guidelines*, p7)

Rationale

Bass Coast Specialist School believes that all students can and will learn, and grow in self-esteem, through fostering a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement. Parents and carers are an integral part of our community, and are made to feel welcome with by an ‘open door’ policy.

Bass Coast Specialist School offers a comprehensive curriculum within the framework of the Australian/Victorian Essential Learning Standards (AusVELS). The curriculum is designed to equip students with skills in preparation for life beyond school. The social, physical and academic development of the student is paramount. Teachers plan Individual Learning Goals in consultation with parents, carers, paramedical staff and teacher assistants, recognising individual differences and rates of learning. Transition programs from pre-school are also encouraged.

The development and maximum potential of each student is the over-riding focus of the school. The curriculum is delivered in a supportive, caring and safe environment.

A Student Support Group is established for each student, and emphasise the shared responsibility of school and home in establishing and developing the student’s skills and learning. The group has the opportunity to consult every term to review the student’s progress and programs. Regular communication is maintained through use of the communication book and telephone as required.

Purpose

In order to be consistent with the ‘Effective Schools are Engaging Schools’ policy guidelines (in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour), Bass Coast Specialist School is committed to:

- enhancing student learning by providing a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement. This includes the elimination of bullying, cyber-bullying, harassment and discrimination.
- engaging in a school-wide positive behaviour supports program.
- providing a curriculum that is designed to equip students with skills in preparation for life beyond school.

- providing programs that offer experiential learning through real-life experiences.
- recognising that the student population has individual differences and rates of learning.
- ensuring that Individual Learning Goals are written in consultation with parents, carers, paramedical staff and teacher assistants.
- offering opportunities for inclusion within the local community.
- making the development and maximum potential of each student the over-riding focus of school programs.
- offering individualised transition programs to, within and beyond school.
- ensuring the curriculum is delivered in a supportive, caring and safe environment.
- living by the school 'expectations' of be safe, be a learner and be kind,.
- providing support for individual students in a situation where the student begins to disengage from their learning, or where attendance is not consistent, or when positive behaviours are not demonstrated.

Section 1: School profile

Bass Coast Specialist School is a specialist school located in the town of Wonthaggi and services a broad area across the Bass Shire located approximately two hours from Melbourne. The eligibility criteria require students to have a mild, moderate or severe intellectual disability. Many students have a dual disability, including physical impairment, autism, behavioural issues, acquired brain injury, communication difficulties or sensory impairment. All students are on the Program for Students with a Disability (PSD).

The school maintains a strong focus on the individual child. Individual Learning Plans, that include goals in academic as well as personal and social learning areas, are developed for every student. Classroom programs are designed to support the achievement of these goals. Specialised teachers, Allied Health Specialists and Education Support Officers, work together to help students achieve their individual goals.

The school offers an integrated curriculum that combines classroom-based learning with a variety of on-site and off-site activities including:

- Music
- Art
- Swimming
- Sail-ability
- Massage
- Horticulture and gardening
- Community access
- Activities of daily living
- Shopping and food technology
- Bike education
- Basketball

Off-site activities take place within the local community where possible.

Responsibility for the establishment and development of the student's skills and learning is shared by school and home through the Student Support Group. The group has the opportunity to consult two times a year to review the student's progress and programs and devise new goals.

Bass Coast Specialist School embraces **school-wide positive behaviour support**, which aims to improve the quality of life of individuals. Behaviour is seen as a physiological response that has social meaning. A fundamental goal of this approach is to build environments in which positive behaviour is more effective than problem behaviour in enabling the student to get their needs met. This approach seeks to answer socially important questions through the study of behaviour in applied or 'real' settings, such as school, home, and the community.

A whole-school approach is provided to address social skills and student engagement. The school functions best in an atmosphere of safety, trust and connectedness. Misconduct is viewed as a violation of people and relationships, and these violations create obligations and liabilities. Problem-solving focuses on healing and making things right. These practices, ranging from proactive to reactive, involve the development and enhancement of relationships in the school, where conflict resolution and other problem-solving skills are taught as part of a classroom management style that is participatory and democratic, and focuses on problem solving. Positive relationships ensure that each person in the school community has a right to equal dignity, concern and respect.

Parents (and students, when appropriate) are equal partners with the school in determining the specific learning needs and subsequent goals for the student. Student programs are not compromised by financial hardship.

Bass Coast Specialist School encourages use of the school as a resource for other school and the wider community. Regular student placements include special education teachers, speech pathology students, TAFE and work experience students, and others, developing their awareness and understanding of students with a disability.

Section 2: Whole School Prevention

At Bass Coast Specialist School the school culture is based on a belief that all students can and will learn, and grow in self-esteem. This is approached by fostering a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement.

To support the school culture, the teaching team is actively engaged in developing classroom practice which ensures that the pedagogy and curriculum engages each student. Effective teaching, an inclusive and engaging curriculum, and respectful relationships between staff and students are promoted. An innovative approach to pedagogy is promoted using ABLES and AusVELS to accommodate the specific individual needs of each student, and taking into account their abilities and interests

Every opportunity is taken to ensure that students are fully engaged in their learning. Student Support Groups provide an opportunity for the family, therapists, teachers (and students, when appropriate) to work together to review and undertake forward planning for student development. A multi-disciplinary approach enables students to learn in the environment that best suits their learning style. Positive social behaviours are promoted through an emphasis on expressive and receptive communication, and enhanced with community programs whenever possible. Ongoing professional learning and development enables all staff – admin, support, therapy and teaching – to be up to date with the latest research and practical approaches.

Section 3: Rights and Responsibilities

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 emphasizes the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

Equal Opportunity Act 1995

Charter of Human Rights and Responsibilities Act 2006

Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)

Education and Training Reform Act 2006

Education Act 1958

The following school policies, protocols and guidelines are in place or will be developed to allow the school to implement effective practices within the school community:

Acceptable Use of IT/Internet Policy	Occupational Health and Safety Policy
Asthma	OH&S Issue Resolution Flow chart
Asset Management Policy	Offensive Materials
Camping Policy	Parent Payment Policy
Casual Relief Teacher Policy	Prevention of Bullying (DEECD)
Community Access Procedure	Professional Development ES Staff
Complaints Protocol	Professional Development Teaching Staff
Confidentiality Protocol	Promote a Safe and Secure Environment
Electrical Safety Procedure	Record Keeping Policy
Emergency Plan	School Privacy Policy
Employment Guidelines (DEECD)	Sexual Harassment
Excursion Policy	Smoke Free Schools Policy (DEECD Reference Guide)
Equal Opportunity Policy	Staff Leave Policy
Hazardous Substances	Student Attendance Policy
Head Lice Program Policy	Student Code of Practice (Cyber bullying)
Induction Program	Student Engagement Policy
Investment Policy	Sunsmart Protocol
Leave Policy	Transition Processes
Mandatory Reporting (DEECD-Reference Guide- Student Care and Supervision. “Protecting Children”) Medication Policy	Transport Code of Conduct for Students
Mobile Phone Policy	Volunteers & Visitors Protocol
	Vision, Mission and Values

Student Support Group (SSG)
Goal Planning Form
Goal SSG profile
Model of management of behaviour
Medication information form
Annual permission form (travel, photograph)
Student information form
Managing Individual Pathways (MIPS)
Transition to school protocols (Gipps DEECD)
Futures For Young Adults

Bass Coast Specialist School endorses the rights and responsibilities of every student, parent, staff member, volunteer and members of the community to promote positive, non-discriminatory relationships.

It is our belief that teachers, parents and students must be able to work safely and harmoniously, encouraging age appropriate social behaviour. It is necessary therefore, that each person should treat others with respect, courtesy and consideration, and that all members of the school community should work towards establishing the following “rights” and promote the school values.

The school values and promotes the principles of School-wide Positive Behaviour Support. A ‘right’ is something which belongs to all members of the school community and cannot be taken away.

Right 1: We all have a right to work and play in a safe and happy environment. Members of our school community will seek to keep themselves physically and emotionally safe; act in a manner that values the safety of others; actively respond to safety concerns they see within the school community; support others within the community to maintain their own safety.

Right 2: We all have the right to be treated courteously by others and to show consideration for others. Members of our school community will use good manners; use language appropriate to the school environment; show consideration for and recognition of other peoples’ feelings; talk and walk quietly; learn to work and share with others; display good sportsmanship.

Right 3: We all have a right to have our property respected by others. Members of our school community will look after their own and respect others equipment; not touch other people’s belongings without asking; return school equipment to its storage point; keep school grounds and classrooms tidy; care for school furniture and equipment.

Right 4: We all have the right to be informed of the school’s Code of Conduct. Members of our school community will be informed of policy. Observance of rules, rights and responsibilities will be part of the school’s daily routine, and consequences of inappropriate behaviour will be explained. Explanations and teaching of appropriate behaviours will be a focus when a misdemeanour occurs.

Section 4: Shared Expectations

Bass Coast Specialist School promotes shared expectations to ensure that the learning, safety and rights of all people within our school community are respected. The expectations address what are accepted and appropriate behaviours for our school community. They are intended to support the individual students, families and staff, and acknowledge the diversity of backgrounds, communities and experiences that we have within our school community.

Staff Engagement

The school leadership team will:

- Uphold the right of every child to receive an education up to the compulsory age of schooling.
- Ensure 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, educational and extra-curricular activities inclusive and responsive to student needs.
- Ensure best practice by supporting and promoting professional and personal development opportunities for staff.

The school staff will:

- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends students' learning.
- Develop positive relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice, where practicable, developing a positive school culture.
- Engage in regular professional and personal development activities.

Attendance

In compliance with DEECD procedures, school staff will:

- Promote regular attendance with all members of the school community.
- Monitor and follow up on absences.

Behaviour

The school leadership team will:

- Lead and promote school-wide implementation of the SWPBS
- Monitor the welfare and progress of students and the effectiveness of implemented strategies.
- Provide professional development and training for staff, parents and carers in areas where a need is identified, such as promoting positive behaviour, managing inappropriate behaviour, medication, diet.
- Provide structures and processes to assist and support staff in the support of students. This includes individualised programming, processes for getting additional support, de-briefing following a serious incident, and clear dissemination of information.
- Provide access to support staff including physiotherapy, occupational therapy, speech pathology and psychology for students, staff and families.
- Ensure positive and cooperative relationships with the Department of Human Services, paediatricians, respite facilities and other support agencies to link students and families with appropriate services.

The staff will:

- Use school-wide positive behaviour practices as a basis for negotiating class-based shared expectations with students where practicable.
- Teach students social competencies through curriculum content and pedagogical approaches.
- Employ behaviour management strategies that reflect the behaviours expected from students, such as modelling, redirection, tactical ignoring, re-arrangement of environment, prompting.
- Teach alternative positive behaviours and encourage coping and self-control strategies.
- Utilise person-centred plans.
- Adopt a positive approach to behaviour management that aims to build on student strengths.
- Frequently acknowledge and reinforce positive behaviours.
- Develop socially acceptable and/or augmentative forms of communicating with an aim to improve student behaviour.
- Develop individualised behaviour management plans based on a thorough knowledge of each student.
- Build a collegiate atmosphere where staff can share strategies and support each other to reflect on their own behaviour management approach.
- Regularly monitor assess and review individual learning goals.

- Adopt a team approach to student welfare whereby staff, parents and support agencies work together to achieve shared goals utilising Student Support Group and meeting processes.
- Maintain close and frequent home-school liaison through communication books, email or telephone.
- Develop and extend professional practice by keeping informed and utilising best practice behaviour management techniques.
- Implement student medical plans.

Student Engagement

All students will:

- Actively engage in learning programs.
- Participate in the school's educational programs.
- Learn and employ socially appropriate behaviours.
- Demonstrate respect for themselves, peers, staff, families and community members.
- Respect the rights of others, including behavioural, cognitive and emotional engagement.

Attendance

All students are expected to attend school every school day throughout the school year. If students cannot attend, their parents/carer must provide a written explanation to the school. It is acknowledged that many students have complex medical and /or emotional needs and may require extended periods of absence from school.

Behaviour

All students are expected to:

- Support each other's learning by behaving in a way that is curious and respectful.
- Be considerate and supportive of others.
- Demonstrate behaviour and attitudes that support the well-being and learning for all and contribute to a positive environment that is safe, inclusive and happy.

Parents/Carers Engagement

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.
- Assist the school to provide student-centred responses by providing all relevant information to the school.
- Actively participate in supporting their child's learning by building a positive relationship with the school.
- Work with the school by attending the Student Support Group meetings and responding to communications in a timely manner.
- Remain open to discussing, learning, and implementing behaviour management practices.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct and kept up-to-date, that their children attend school regularly, and that they advise the school as soon as possible when a child is absent from school.

Behaviour

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

Section 5: School Actions

Attendance

Absences often mean students miss important stages in the development of their learning, resulting in difficulties with learning, maintaining, and extending skills. The following are ways in which we promote school attendance:

- Support and promote the DEECD philosophy, 'It's Not OK to be Away', while acknowledging that medical and/or emotional needs may impact on a student's ability to attend school.
- Record all student absences. Aggregated records on to the CASES21 database and communicated to DEECD (refer to Student Engagement Policy).
- Provide regular clear written/verbal statements to parents/carers/students about school and community attendance expectations.
- Monitor student attendance through the evaluation of the student absence reports on CASES21. If parents/carers have not provided an explanation/satisfactory explanation within three days of the initial absence, contact will be made by the classroom teacher or nominated representative.
- Initiate contact with parents of students with high levels of absence, with the view to developing and implementing strategies to minimise disruption to the student's education.
- Organise a formal attendance conference in cases where a student's attendance is unexplained, or there is a lack of cooperation regarding student attendance. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Retain and store all records of communication relating to attendance at the school for a minimum period of 12 months.

Behavioural Consequences

Consequences for behavioural actions are individualised and appropriate to the student and the situation. Individual person-centred plans guide staff in developing appropriate responses to unexpected emotional and behavioural events. Corporal punishment is not permitted.

Detention

Bass Coast Specialist School uses a School-wide Positive Behaviour approach to monitor and improve student behaviour, and therefore does not use detention practices. Students may be withdrawn from programs in response to unexpected emotional and behavioural events.

Student Support Group

The focus of the Student Support Group is on educational planning and monitoring of a student's progress. This planning process will enable schools to facilitate optimum learning outcomes for every student with a disability. To best support the educational outcomes of students with disabilities and additional learning needs, the Student Support Group will:

- Identify the student's needs
- Plan goals that will assist the student to develop appropriate skills and learning
- Support the staff to devise and implement an appropriate Individual Learning Plan (ILP)
- Monitor and evaluate the student's progress against the agreed learning goals
- Plan for the future, including transition to post-school options

Exclusion

Details of suspension and expulsion procedures are defined below. However, it should be noted that parents/guardians are to be involved in exclusion procedures, except where a student is over the age of 18 years. In this case the principal must make enquiries as to the student's ability to represent him or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of 'a parent'. In this case, as with a student under 18 years of age, the principal may include parents/guardians or an adult whom the principal considers to be suitable and available to perform the role of the parent e.g. a care-giver.

At Bass Coast Specialist School, every attempt would be made to avoid exclusion processes as far as possible.

NOTE: The following procedures are mandated by the Department of Education and Early Childhood Development (Source: *Effective schools are engaging schools: Student engagement policy guidelines. Section 4.3*)

Suspension - General information

Suspension is a serious disciplinary measure and would only be used when other measures have not produced a satisfactory response. Suspension is 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 behavior 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

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 person, 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 staff member; or
- (e) consistently behaves in a manner that interferes with 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 4.2.2 of 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 (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.
- (2) The principal will 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.

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 (refer to [Appendix 2: Staged Response checklist: Student Engagement Policy](#)).

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 student's 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's parents/carers with a Notice of Expulsion (refer to [Appendix 15: Student Engagement Policy](#)) before the day on which the expulsion commences
 - (b) provide a copy of the [Procedures for expulsion](#), to the student's parents/carers
 - (c) identify the future educational, training and/or employment options most suited to the student's needs
 - (d) a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to [Appendix 15: Student Engagement Policy](#)) to the regional director with a written expulsion report (refer to [Appendix 16: Student Engagement Policy](#)).

Transition Arrangements

If a 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 student's parents/carers.

The principal must provide the student and parent/carers with an Expulsion Appeal proforma (refer to [Appendix 18: Student Engagement Policy](#)), 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 with twenty-four hours.

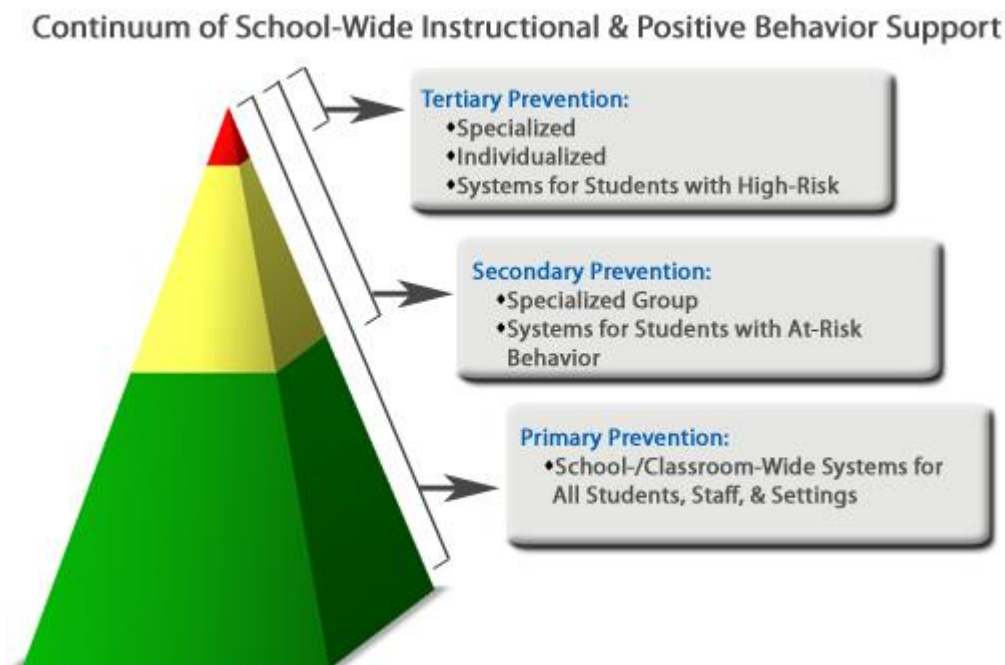
Evaluation:

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

Attachment A

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:



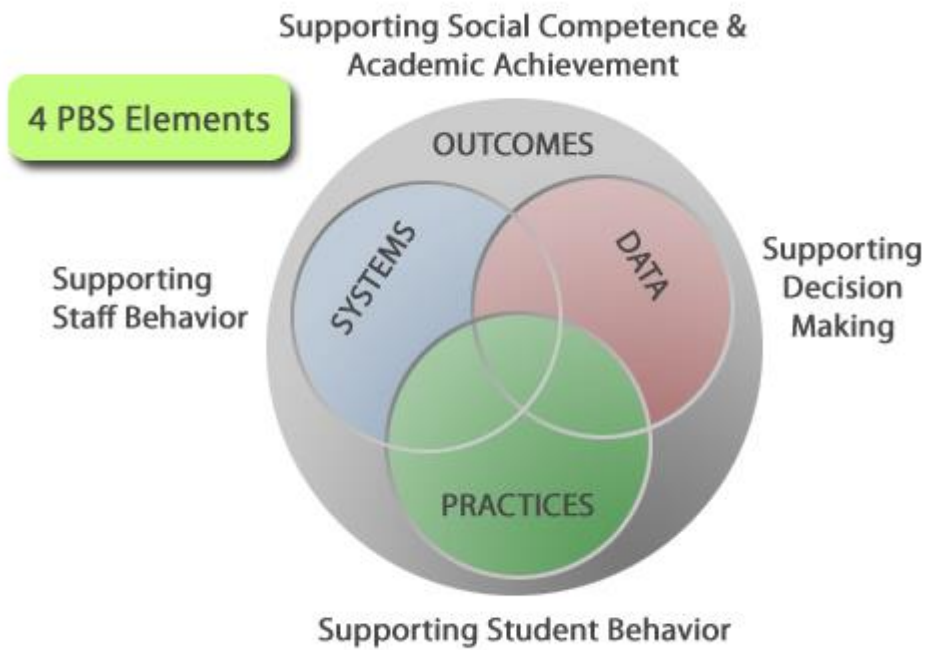
Why is it so important to focus on teaching positive social behaviours?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behaviour?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behaviour is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The following diagram illustrates how these key elements work together to build a sustainable system.



- **Outcomes:** academic and behaviour targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** interventions and strategies that are evidence based. (How will you reach the goals?)
- **Data:** information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Attachment B

Code of Conduct: Student

Students Code of Conduct

Bass Coast Specialist School respects the rights of the individual; all students have the right to feel safe, be treated with respect and to be given every opportunity to work and play.

To achieve this, Bass Coast Specialist School will implement a Discipline and Welfare Policy based on the following philosophy:-

We aim to develop co-operative attitudes and respect for the person and property of others. This is part of the overall educational objective of self-discipline, which permits the maximum freedom of action for all.

The school community believes it is our role to create a caring, accepting and stimulating environment, where students will develop maximum quality of life and learn to integrate into the community.

Our school community values:-

- ❖ The individual dignity and worth of self and others
- ❖ Happiness
- ❖ Independence and confidence
- ❖ Security and trust
- ❖ Honesty

General aims of our 'Student Code of Conduct':-

- ❖ To develop co-operative attitudes.
- ❖ To encourage respect for the person and property of others.
- ❖ To develop self-discipline.
- ❖ To provide positive support for students and parents/caregivers.
- ❖ To develop a positive self-image.

Bass Coast Specialist School utilises the following strategies:-

- ❖ Positive reinforcement.
- ❖ Provision of structure and routine to learning and play activities.
- ❖ United and consistent approach, close collaboration with parents.
- ❖ Case studies.
- ❖ Behavioural management plans.
- ❖ Individual Program Plans
- ❖ Active participation of students and staff.
- ❖ Co-operative learning activities that promote self worth, image and success.
- ❖ Consistent and fair approach for dealing with inappropriate behaviour.