

Oakwood School provides a safe, supportive, friendly and orderly learning environment that enables young people to reconnect with teachers and learning as embodied in Oakwood's intent of "**Learning, Respect and Empowerment**".

The intention of Oakwood School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes to develop their learning potential and journey to a successful adult pathway.

Oakwood School provides:

- Excellence in Teaching and Learning
- Trauma informed practice within a positive, predictable, calm and structured learning environment
- Small classes and individual learning support
- Teaching based on the learning needs of the young person
- Partnerships with agencies to provide holistic support and services as required
- Individual case management
- Integrated pathways support

This combined with our values of **Learning, Respect and Empowerment** lends to our positive school culture. The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning.

Our teachers are actively engaged in developing class room practice to ensure that our pedagogy and curriculum engages all students at their academic entry level.

We believe that discussing all aspects of learning with students leads to a meaningful, purposeful, authentic learning, which genuinely reengages students in education. The small classes of up to ten students per teacher provides a safe, supportive and caring environment for our students in order to establish trust and to maximize learning opportunities.

Philosophy

We believe that all students can learn and would like to be attending school. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would.

The mission of Oakwood School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes and in so doing develop their learning journey to a successful adult pathway. The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practice and its integration with all areas of the school's work.

This trauma informed learning environment fosters the dignity and self-esteem of our students and enables them to thrive in their learning and development

Oakwood Student Enrolment and Staff induction processes are designed to promote a safe and supportive learning environment. To ensure that staff and students are aware of their responsibilities

to each other, a comprehensive induction process has been developed for both staff and students under the areas of Learning, Respect and Empowerment:

The fortnightly individual educational plans, called Learning Maps, determine student's learning activities and tasks that enable skill development in literacy and numeracy. We believe in empowering our students to develop responsibility and ownership of their own learning as it helps to build confidence and foster a positive attachment to the school.

Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability.

Every staff member involved in Oakwood School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first contact we have with our students, where their families or carers are involved in their first meeting. We hold student led conferences for students to share goals and reflections on their learning with their parents/carers. We also conduct Student Support Groups which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

Behavioural Expectations

Oakwood School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive and to support students and families who come from a diversity of backgrounds, communities and experiences.

Effective schools share high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
 - clear and specific
 - focused on positive and pro-social behaviours
 - focused on prevention and early intervention
 - supported by relevant procedures
 - consistent, fair and reasonable
 - Linked to appropriate actions and consequences.
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- Oakwood School will provide:
 - inclusive teaching and learning practices
 - accessible educational provision for all students
 - parent/carer partnerships and liaison
 - community partnerships which engage families and the community in ways that support

student achievement and success

- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

At Oakwood School, Staff will **learn by**:

- Working collaboratively in teams
- Actively seeking professional learning opportunities
- Showing interest in all specialist areas
- Self-reflection and participating in reflective practice
- Participating in review/feedback processes

Staff at Oakwood School will demonstrate **respect** by:

- Acknowledging and appreciating challenges and difficulties faced in the work we do together
- Communicating effectively with one another
- Sensitively giving and receiving appropriate feedback
- Accepting a responsibility to develop a culture of shared celebration
- Supporting each other in a non-judgmental, empathetic manner

Staff at Oakwood School will feel **empowered** by:

- Committing to working together in the best interests of the students and a shared belief in Oakwood's vision
- Working collaboratively to share responsibility for the continued development of Oakwood
- Drawing on one another's capacity to develop our skills
- Providing holistic support to one another
- Maintaining a solution focused rather than problem driven approach

Staff at Oakwood School are expected to:

- Create engaging lessons
- Provide enjoyable classrooms
- Ensure the right of every student to anticipate
- Listen to students and value their contribution.
- Listen to parents insights into their child's learning styles
- Understand the needs of the whole child and to the best of their ability accommodate those needs.
- Are non-judgmental in actions
- Offer trust and confidentiality.
- Are respectful to students and staff.

At Oakwood School we have developed the following **POSITIVE BEHAVIOR CONTINUUM** as a guideline for students.

Unreasonable behavior

Oakwood School has developed policies related to the discipline of students that are based on principles of procedural fairness. Oakwood School acknowledges that there is no evidence base for punishment of any kind, including corporal punishment which is not permitted at our school. Instead, student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by **universal, targeted and individualised** support when required.

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

- 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 for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making in relation to their learning
- providing physical environments conducive to positive behaviours and effective engagement in learning

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 both students and teachers
- providing consistent school and classroom environments
- Recommencing the intake process
- Universal support strategies will include:
- involving and supporting the parents/carers,
- involving the student wellbeing leadership, managed individual pathways or careers coordinators
- additional classroom support
- 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, creative arts/physical education
- involving community support agencies.
- Re starting intake process

Specifically, Oakwood School will seek to reward positive student behaviour at all times and role model positive interactions with students and staff. Oakwood School undertakes a holistic approach to student behavior

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

This policy was ratified by School Council in June, 2018 and will be reviewed in June 2019