



THE CURRAJONG SCHOOL PARENT HANDBOOK 2026



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The Currajong School acknowledges the traditional owners of this country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures and to Elders past, present and emerging.

Welcome to our school

The Currajong School is committed to providing a positive and therapeutic school experience for children presenting with significant social, emotional, and behavioural difficulties. The program at Currajong has been designed to meet these children's needs with personal and social capabilities as an integral component of the curriculum. The classroom offers a safe base for vulnerable children whose complex social and emotional needs have become a barrier to both their learning and their wellbeing. Our students' social and emotional development and learning is supported and enhanced, providing opportunities for them to reach their greatest potential.

The Currajong School Vision Statement

To positively impact the growing need in our community by transforming the lives of children with social, emotional, and behavioural challenges through an inclusive and engaging environment where every learner feels valued, inspired and able to achieve their full potential.

The Currajong School Mission Statement

To provide a safe, positive, and therapeutic learning community for children whose needs cannot be met in mainstream education. We work in partnership with families and professionals to help each child build confidence, resilience and the skills to succeed in learning and in life.

The Currajong School Purpose Statement

To provide compassionate, specialised education that supports children experiencing significant social, emotional and behavioural challenges. Empowering them to grow, learn, and thrive.

School Values



Respect



Responsibility



Resilience

Respect – *treating people the way you would like to be treated*

Resilience – *being able to bounce back from challenges*

Responsibility – *taking accountability for your actions, words and behaviour*

Dear Parent and Carers,

Thank you for making the positive decision to enrol your child at The Currajong School. We look forward to working with you to support your child on their educational journey. At Currajong we value your involvement in your child's education and see it as a crucial element of an effective and positive education. As communication is the benchmark for successful relationships our staff will provide as many opportunities as possible to keep you informed of your child's progress and development. In return, we ask that you support our policies and practices and advise staff of any situations or changes at home which may affect your child at school. We hold an expectation that both parents are expected to attend all reviews and meetings, however, please speak to us if this is of concern.

At Currajong, we base our academic program on the Victorian Curriculum and students are taught at their level of capability. Great importance is attached to the development of social competencies, which align with the General Capabilities within the Victorian Curriculum. Our program of instruction provides many opportunities for students to build positive relationships with their peers and adults, with particular emphasis on developing an awareness of – and sensitivity to – the feelings and preferences of others.

The staff of The Currajong School are highly experienced and qualified in the specialist education of children with specific needs. It is always an honour to work with them to ensure we offer the best possible opportunities for your child to achieve their potential with the goal of providing the skills and knowledge necessary to resume their place in mainstream education.

On behalf of myself and the entire staff of The Currajong School, we welcome you and look forward to working with your whole family in support of your child.

Regards

Julian Pharaoh

Principal

2026 Term Calendar

Term One	
Australia Day Holiday	Monday 26 th January
Staff Planning Day	Tuesday 27 th January
Staff Planning Day	Wednesday 28 th January
Students Commence Term One	Thursday 29th January
Student Support Group Meeting	Monday 16 th – 18 th February
Student Support Group Meeting	Monday 23 rd – 25 th February
Labour Day Holiday	Monday 9 th March
Harmony Day	Saturday 21 st March
Celebration of Learning	Tuesday 31 st March
World Autism Awareness Day	Thursday 2 nd April
Last Day of Term One	Thursday 2nd April 1pm finish
Good Friday	Friday 3 rd April
Easter Sunday	Sunday 5 th April
Easter Monday	Monday 6 th April

Term Two	
Students Commence Term Two	Monday 20th April
Anzac Day	Saturday 25 th April
Mother's Day Stall	Thursday 7 th May
Student Support Group Meeting	Monday 11 th – 13 th May
Student Support Group Meeting	Monday 18 th – 20 th May
Education Week	May
National Sorry day	Tuesday 26 th May
King's Birthday Holiday	Monday 8 th June
Celebration of Learning	Tuesday 23 rd June
Last Day of Term Two	Friday 26th June 1pm finish

Term Three	
NAIDOC week	Week commencing 5 th July
Students Commence Term Three	Monday 20th July
School Photo Day	Wednesday 5 th August
Principal Appreciation Day	Friday 7 th August
Student Support Group Meeting	Monday 10 th – 12 th August
Science week	Week commencing 15 th August
Student Support Group Meeting	Monday 17 th - 19 th August
Book week – Symphony of Stories DRESS UP	Thursday 27 th August
Teaching Assistants Appreciation Week	Week commencing 31 st August
Indigenous Literacy Day	Wednesday 2 nd September
Father's Day Stall	Thursday 3 rd September
Footy Colours Day	Monday 7 th September
R U OK? day	Thursday 10 th September
Curriculum Day – Student Free day	Friday 11 th September
Celebration of Learning	Tuesday 15 th September
Last Day of Term Three	Friday 18th September 1pm finish

Term Four	
Students Commence Term Four	Monday 5th October
World Teachers' Day	Friday 30 th October
Student Support Group Meeting	Monday 26 th – 28 th October
Mid-term Break (incl Cup Day)	Monday 2 nd Nov and Tues 3 rd Nov
Student Support Group Meeting	Monday 9 th – 11 th November
Celebration of Learning	Tuesday 1 st December
Grade Six Graduation	Monday 7 th December
Last day of Term Four	Tuesday 8th December 1pm finish
Staff Planning Day	Wednesday 9 th December
Staff Planning Day	Thursday 10 th December
Staff Planning Day	Friday 11 th December

2026 Daily Timetable

Start day	9.00 - 9.15am Personal and social learning in class. Getting ready to learn.
Session 1	9.15 -10.00am
Session 2	10.00 – 10.45am
Recess	10.45 – 11.15am
Session 3	11.15 – 12noon
Session 4	12 noon – 12.45pm
Lunch	12.45 – 1.15pm
Session 5	1.15 – 2.00pm
Session 6	2.00 – 2.45pm
End of day	2.45 - 3.00pm Reward Time/ Personal and social capabilities.

2026 Staff List

Principal	Julian Pharaoh
Assistant Principal	Alistair Sproal
Leader of Teaching and Learning	Erminia Foley
Business Manager	Belinda Wright
Administration/reception	Karin Bradford

Classroom Teachers

Warrin (Wombat)	Sarah Morrison
Gawa (Echidna)	Laura Brassil
Wadherrung (Platypus)	Darcy Ould
Marram (Kangaroo)	Liz Haney

Specialist Teachers

Specialist Learning	Eleni Philokyprou
Arts	Liz McLean

Classroom Support

Warrin	Bethany Blaney, TBC
Gawa	Willow Ofosuamaah, Alex McCarthy/Jenelle Dubuisson-Perrine
Wadherrung	Sayeed Shah, India Griffiths
Marram	Kyle Missen, Tamara Williams/ Jenelle Dubuisson-Perrine

Allied Health

Occupational Therapist	Amelia Webster (Maternity leave, returning 2026)
Social Worker	Brittany Richardson
Social Worker	Ashleigh Thompson
Student Counsellor	Amy Lourie (Maternity leave, returning 2026)

Attendance

Regular attendance is important for appropriate levels of progress to be achieved. Please avoid taking family holidays during the term as it is disruptive to your child's progress.

Arrival

School commences at 9.00am. The Olive Street gate is unlocked at 8.45am

All students are to be dropped off and picked up on Olive Street.

We do not expect students to arrive before this time as it creates difficulties in relation to our legal duty of care. Alternative supervision may be negotiated with the Principal if you require a special arrangement drop off time.

Students who arrive late as a result of their own tardiness may be required to make up work in their own time.

Departure

School finishes at 3.00pm. Teachers must handover each student to a known adult. If you are going to be late, **please call us.** Your child will wait in the office and may be collected from there. Supervision is not provided after 3.10pm. Alternative supervision may be negotiated with the Principal/Assistant Principal if you are seeking a special arrangement for pick up time.

Special transport arrangements such as independent travel/taxis or going home with another family must be communicated to the office.

Gates/Security

In order to maximise student safety, the pedestrian gate on Olive Street is open for only limited times, 8.45am – 9.00am and 3.00pm – 3.10pm. This allows the majority of arrivals at school and departures at the end of the day to proceed smoothly.

Absence

If your child is unable to attend school for any reason, please complete absence using the Sentral Parent Portal App, alternatively telephone the school on **9571 7869 (Option 1)** or email reception@currajong.vic.edu.au before 9.00am. Your child's teacher will be notified and marked as absent on the attendance roll. If we are not notified, the school may call to check in on the student or there will be an unauthorised absence mark on the attendance roll.

Students arriving at school before 8.45am, after 9.00am, or who leave during the school day must be signed in or out. If you need to collect your child during the day, Please attend the office and sign your child out. A staff member will bring your child to the office.

We work closely with parents and psychologists to support regular school attendance.

Parking And Transport

Drop off and pick up by car is via the Olive Street gate. It is the responsibility of parents/carers/guardians to ensure that they maintain safe practices: park legally and walk your child across the road. Please ensure that your child always uses the 'footpath side' to get in and out of the car. Please meet your child at the school gate at the end of the day so that we maintain our duty of care for handover to a known and responsible adult.

If you allow your child to use public transport, please be aware that the school will not become involved in any difficulties which arise other than bringing these to your attention. For example: not using traffic lights to cross the road safely, misbehaviour on a tram.

Independent travellers require signed permission from their parents/carers/guardians to leave the school grounds unaccompanied. Student travelling on public transport are expected to conduct themselves appropriately while travelling to and from school. If your child uses a taxi, please ensure that they have all the necessary contact numbers and addresses.

Excursions

Throughout the year all class groups participate in excursions and incursions related to the curriculum. Excursions are an invaluable way of stimulating student learning and are generally preceded by and followed up with lessons and activities directly related to the topic.

Excursion venues may include the Melbourne Aquarium, Botanical Gardens, Melbourne Zoo, Museums, Scienceworks, farm visits and local sites.

Incursions may include performances and productions, local community groups, dance and performing groups etc. All activities are determined by the staff and are related directly to the curriculum.

Parents/carers/guardians will be provided with excursion notices via Sentral and are required to complete and submit the electronic **permission form** before their child is permitted to attend. It is important to ensure that these forms are completed and returned promptly so that your child is not disappointed by being unable to participate.

Permission forms require parents/carers/guardians to authorise teaching staff to seek appropriate medical treatment if required and agree to meet any medical expenses that may result.

In the event of serious misbehaviour, students may be unable to continue the activity and parents may be contacted for support.

Swimming Program

The swimming program will run for one term for each class group this year.

- Gawa and Warrin students will attend swimming in term 2.
- Marram and Wadherrung students will attend swimming in term 3.

The swimming program is conducted at the Ashburton Pool and Recreation Centre. Activities include water safety, confidence building activities, water skills and swimming practice. Lessons are taught by trained swimming staff at the Ashburton Pool.

In the alternating terms, an active and engaging program of Health and Physical education is timetabled.

Students are transported to and from the pool in school buses. The transport lists and lesson groups are completed by the office staff and must be finalised by 9.15am on Friday morning. **You must notify the office before 9.15am in the event of any of the following:**

- If your child will be absent from school
- If your child will be arriving late
- If your child cannot participate in swimming due to an appointment, injury, or family reason. *If children are well enough to be at school, we assume that they are well enough to swim*

All students are expected to attend swimming unless they have a medical reason.

Allowances

Conveyance Allowance

The Conveyance Allowance helps to offset travel expenses incurred by parents of students attending registered specialist schools. This may be claimed twice yearly from the Department of Education and Training. To be eligible for this allowance families must live at least 4.8kms from the school. An application form is available from the Business Manager.

Carer Payment

You may be eligible for the Carer Payment in relation to your child. Please contact Centrelink for further information.

Camps, Sports And Excursion Fund (CSEF)

Camps, Sports and Excursion Fund (CSEF) School camps provide children with inspiring experiences in the great outdoors; excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline, and

leadership. CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps, and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child. The current annual CSEF amount per student will be \$400 for primary school students. How to Apply Contact the school office to obtain a CSEF application form or download from:

<https://www.education.vic.gov.au/Documents/about/programs/health/CSEF-Application-Form-2020.pdf>

Financial Hardship

We appreciate that some families may experience difficulty in meeting payment requests due to financial hardship. Please contact the Business Manager on 9571 7869 if you wish to discuss your current financial situation.

Daily Nutrition for Students

Healthy School

We support 'Healthy Food' guidelines which encourage a varied and balanced diet, reserving special treats for parties and other celebrations. It is important to ensure your child has access to a variety of nutritious foods and drink during the day. There is little doubt that children's daily nutrient intake has a significant impact on their growth patterns, energy levels and ability to concentrate on learning tasks. Children are far more likely to choose nutritious items in their lunch box if treats are kept to a minimum.

Please help your child to be independent by packing food in easily managed packaging. All food is eaten in classrooms under staff supervision. At no time will an issue be made over uneaten food, and it will be sent home.

Students should not bring **high fat** or **sugary foods** or **sweets** to school. Occasional celebrations and birthday parties are an exception to this rule. **Soft drinks and energy drinks are forbidden.**

Where possible, '**nude food**' is encouraged to minimise packaging not only for the children's independence but also reduce the impact that waste has going into landfill and water ways. Reusable is always a good option.

Birthdays

Parents are welcome to send in a cake or party treats to share with peers who are not on a restricted diet. On such special occasion, we ask that students with restricted diets bring their own labelled treats so that they do not feel excluded. Please check with classroom staff as some students have specific dietary requirements.

Classroom Cuisine

We offer bought lunches and snacks via 'Classroom Cuisine', an online lunch delivery service. It is available to students every day except Tuesday. See www.classroomcuisine.com.au for further information, menus, and registration.

Anaphylactic reaction

Lunches are not to be shared due to potential allergic reactions including wheat, egg, milk, fish, shellfish, peanuts, or tree nuts.

Uniform

The Currajong School does not have a school uniform; however, the following guidelines must be followed:

- Practical, hardwearing casual clothes are best for school. We suggest that more expensive items are kept for weekends
- Student must wear a 'SunSmart' legionnaire style, broad brimmed or bucket style hat and sunscreen from **mid August until April 30**. It is essential that a hat is left at school for outside play. SunSmart hats with the Currajong logo are provided for students.
- Shirts with collars and sleeves are encouraged as well as longer style shorts. We recommend that school clothing is cool, loose fitting and made of densely woven fabric
- Singlets and tank tops are not to be worn at school
- Bathers and a towel should be sent **every Friday** when your child is participating in the swimming program
- Tracksuits, shorts/skort and runners should be worn for music/movement, dance, physical activity, and swimming

All clothing must be clearly labelled. This is particularly important for swimming days when many items of clothing are misplaced. Students are expected to be responsible for their own clothing, shoes, and other belongings.

A permanent marker is an easy way to label your children's clothing for school.

Lost property that remains unclaimed at the end of each term is donated to the Salvation Army.

The school accepts no liability for the loss of personal effects.

Personal Belongings

Students are discouraged from bringing prized possessions to school. Personal items are not covered by our insurance and any damage sustained is the owner's responsibility. Please give your child a clear message that if they bring favourite belongings to school, the consequence may be that these are lost or damaged. If a

child wishes to show a birthday or other special present to the class group, it may be given to the teacher for the day for safekeeping. **Students are not permitted to sell items to one another or trade.**

Electronic games/toys

We do not permit 'violent' toys or games, such as guns, which promote aggressive play and behaviour. Such toys will be confiscated. Electronic games may be used only before school and during the lunchtime break.

Money

Students are not permitted to bring any money to school unless it is for a specific purpose, such as a train fare or if it is for a school organised stall such as the Mother and Father's Day stall.

Any money other than this will be kept in the office for parents to collect.

Mobile Phone

In November 2019, the Victorian Government determined that students who choose to bring mobile phones to school must have them switched off and securely stored during school hours. A mobile phone is a telephone with access to a cellular (telecommunication system), with or without a physical connection to a network. Exceptions can be granted by the Principal/Assistant Principal and must be documented. Where students bring a mobile phone to school, the school will provide secure storage in the school office. Noncompliance with this practice will result in parents being advised that their child is not permitted to bring the phone to school at all. Please refer to our Mobile Phone policy on our website.

Sporting Equipment

Sporting equipment, basketballs, cricket bats etc, is provided by the school. Students are asked not to bring such equipment to school as it can result in too much equipment being used at any one time on the playground. By using school equipment only, we can monitor what can be safely used at any one time and avoid potential friction over 'who can play'.

Student Health, Safety And Wellbeing

Child Safe School

Our commitment to Child Safe Standards

From 1 January 2016, all schools are required to comply with new child safe standards designed to ensure that organisations that work with children take steps to create a culture of child safety and protect children from all forms of abuse. The Currajong School makes an ongoing commitment to child safety and ensuring that the policies and procedures around child safety are regularly reviewed and updated on an annual basis.

Child Safe Practices

The Currajong School takes a zero tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices to meet all Child Safe Standards are specified in the “Ministerial Order No. 1359 (2022)”. The Child Safe Policy is available on our website.

Child Safe Policy

The policy details the standards that require the school to create and maintain a child safe organisation through the provision of a variety of codes, practices and documentation that address the 11 standards of the Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2022:

Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance, and culture

Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing

Standard 5: Equity is upheld and diverse needs respected in policy and practice

Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Standard 7: Processes for complaints and concerns are child focused

Standard 8: Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training

Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved

Standard 11: Policies and procedures document how the organisation is safe for children and young people

The National Quality Framework already requires all schools to meet many aspects of the Child Safe Standard. Services are encouraged to review their policies, procedures and practices including their current child safe environment and staffing policies and procedures to ensure they meet the Child Safe Standards.

Team around the child 'Case management'

At The Currajong School, the 'Team Around the Child' (TAC) approach ensures that our young people have access to cohesive services and all the relevant staff and leaders concerned with an individual student meet regularly. This ensures the services delivered are integrated, prioritised, coherent and achieve their intended outcomes.

Each week based on staff referrals, school wide data and requests from parents, the Allied Health Team review the young person's provision through the 'Internal TAC' meeting by coming together to evaluate progress, plan next steps and evidence change in emotional wellbeing, mental health, behaviour, and learning.

Our TAC process provides a structured framework within a Multi Tiered system of support for a whole school approach to support our students.

Through this process we aim to:

- Provide effective and enhanced support to students who are vulnerable, have complex needs or who have experienced disengagement from their learning
- Reduce duplication and fragmentation in support to vulnerable children and students with complex needs
- Enable an effective and consistent model of practice within the school that aligns with our positive behaviour support framework
- Promote a lead professional role to provide a seamless service to our students and their families with complex needs through the ages and stages of learning and development

The Currajong School key principles of the TAC:

- The child and family are at the centre
- Learners experience a co ordinated and seamless service
- Promotes positive engagement
- Outcomes focused
- A collaborative and collective team effort within a school wide framework

Medical

It is essential that parents/carers/guardians notify the school promptly of any change of address, home or business telephone number or emergency contact numbers. Please ensure that emergency contact persons nominated by you are likely to be available during the day.

Illness

Children who are unwell must be kept at home. If your child has a temperature or infection, including a heavy cold, vomiting or diarrhoea we ask that you keep them at home to ensure a speedy recovery and to prevent cross infection amongst other students and staff. Children who have been prescribed antibiotics should be kept at home to rest for at least 24 hours.

Your child must stay home for 48 hours after their last vomit or bout of diarrhoea to ensure the safety of others.

If your child is to become ill during the school day, you will receive a phone call from a staff member to organise to have your child collected from school.

Children with asthma or anaphylaxis must have a management plan on file at school. A copy of the school's Anaphylaxis policy is available from the school office on request or our school website.

Medication

You must notify the school if your child is on any form of medication, whether short term or long term using the '**Medical Permission**' notice available from the school office.

Please ensure that your child's medical form is accurate at all times; any change to medication requires completion of a new Medical Permission form.

Medication must be in its original packaging with name and dosage legible. Blister packs are also acceptable. Students are **NOT** to have medication in their possession at any time. Medications must be in date and are to be handed to the office by an adult.

Accident/Emergency

The school will take immediate and appropriate action in the event of an accident. Parents will be notified as soon as possible.

Emergency Contact numbers

The following number may be useful to have available in a crisis – particularly during weekends and holidays:

Ambulance/Fire/Police	000
Child Protection Crisis Line	13 1278
Kids Helpline	1800 551 800
Lifeline	13 11 14
Poisons Information Centre	13 11 26

Asthma

If your child suffers from asthma, parents are required to complete a School Asthma Action Plan, which clearly states the steps to be followed should your child have an asthma attack at school. An Asthma spray and spacer, clearly labelled with your child's name, needs to be supplied and left at the office. If your child is under a specialist's care for asthma management then a copy of your child's specific Medical Asthma Plan needs to be given to the school. Members of staff have received asthma training. Please refer to the school's asthma policy on our website.

Allergies And Anaphylaxis

If a child has a known food allergy which is likely to cause anaphylactic reaction, parents are required to complete and update an Anaphylaxis Management Plan each year. The Anaphylaxis Management Plan must be discussed with the Principal and all medication including an EpiPen must be supplied by the parents. Parents are also required to provide the school with an **Anaphylaxis Action Plan developed by the student's doctor**. The Anaphylaxis Action Plan must also be updated annually or sooner as required.

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are nuts, eggs, cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medications.

The school has a policy, and procedures in place, to minimize the risk of a child having an anaphylactic reaction at school. Parents/guardians need to be aware, however, that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Parents should not have a false sense of security that an allergen has been eliminated from the environment. Instead, the school will work with parents and students to put in place a range of strategies to minimize the risk of a child being exposed to the allergens at school.

It is also important that you discuss with your child that food brought from home should not be shared with other children at school.

More information can be found in the ASICA Guidelines for Prevention of Food Anaphylactic Reactions in Schools which can be downloaded from ASCIA website: www.allergy.org.au

Members of staff have received training in Anaphylaxis and in the use of an epi-pen.

Infectious Conditions

It is a legal requirement that students must be excluded from school if they have infectious conditions. A comprehensive list can be viewed at <https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table> Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2019). In this Schedule, medical certificate means a certificate from a registered medical practitioner.

Head Lice

Head lice can be managed with the cooperation of parents and the school. They are not a threat to health, and they do not spread other infections. As there is no guaranteed method of prevention, early detection is the best way to avoid an outbreak. It is recommended that parents check their children's hair regularly and inform the school if your child has head lice so we can make other families aware. For more information visit <https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

Head lice are found on hair itself and move to the scalp to feed. They have six legs which end in a claw, and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair.

If lice or eggs are found, treat hair immediately with a commercial head lice product or by using a hair conditioner. Head Lice treatments are available from your pharmacy. Treatment must be repeated 7 days later. The Department of Education and Early Childhood Development states: Children must not return to school until treatment has commenced.

Sunsmart

The Currajong School is accredited by the Cancer Council Victoria as a SunSmart school. Our SunSmart policy is available on the school website and details the expectations for students. The policy is implemented throughout the year, with particular emphasis from **mid August until April 30** and whenever UV levels reach 3 or above. Students are required to wear hats that protect their face, neck, and ears: Legionnaire, broad brimmed or bucket hats (with minimum 6cm rim). Broad brimmed hats embroidered with the school's name are provided to each student.

Communication At The Currajong School

Maintaining positive and effective communication with families is important to us at The Currajong School. To ensure communication is timely, accessible, and reliable we use two platforms to communicate with families.

The Sentral Parent Portal

Whole school communication and our school management system. The parent portal gives parents access to student reports, student learning continuum tracker and access to the school newsletter. Any important and significant communications from school leadership will also be sent via email through the parent portal.

Seesaw Family App

This is used for communication at a classroom level between teachers and families. It is used like a communication diary and also a system to share student learning and achievement. Please respect staff and their work/life balance and note that messages sent out of working hours may not be replied to until the next working day.

Newsletter

Our families will receive a school newsletter 3 times a term via email. Included in the newsletter for week 1, will be a Principals report and any key dates for the term ahead. In weeks 5 and 10, the newsletter is much more detailed with contributions from all classes, Specialists, and leaders to showcase what has been happening in

the school. The newsletter has both written content and photo's to celebrate achievement across the school.

Parent And Community Supports

Supports for our Currajong Families

When you enrol your child at The Currajong School, you become part of a small community of students, parents and staff that provide support, guidance, ideas, and reassurance. We have both formal and informal avenues of support.

Parent Room

Our school has a dedicated parent's room. Many of our families use this room to catch up and build connections with other parents, carers and guardians forming ongoing relationships with one another.

The parent room is also a comforting space for our parents to be whilst their child starts the transition process at The Currajong School.

The parent room, in the administration building, offers a welcoming space for your exclusive use during the school day. Preschool children are most welcome to use this area under constant parental supervision. **AT NO TIME** should children be left unsupervised in the parent room due to a number of potential hazards including the hot water unit.

Access to the Parent Room is via the sliding door facing Darling Road. Access to the parent bathroom is via the internal corridor.

We ask that parents using this area please keep this **area tidy by putting toys away and putting dishes and mugs into the dishwasher** as this will be turned on at the end of the day.

Please **do not wait** for your child in the reception area, at times students are sent to the office for disciplinary reasons and may 'play to the audience' if parents are waiting in this area. Confidentiality and noise can also become an issue when telephone calls are being made or received by staff in relation to the students and families.

Donations of magazines/books are always welcome.

When using the Parent Room, you will need to sign in using the Sentral Kiosk.

Parent Information Sessions

As part of our service delivery to support and upskill families, The Currajong School will hold regular Parent information sessions throughout the year.

The focus and topic vary and include information and capacity building in understanding conditions such as ADHD and ASD. It may focus on curriculum areas and how to support this at home.

We encourage our families to let us know any topics or interests they would like us to focus on, so that they are helpful and relevant.

Transitions

Transitions in and out of The Currajong School are extremely important to ensure a smooth and successful transition into the new educational setting for each individual student and their families.

We understand that each of these transitions involves students' expectations and concerns, and the processes of leaving one location, settling into another, leaving old friends, making new friends, and continuing learning and development. Transitions are not just isolated events but involve the context in which they happen.

These points of transition are critical moments in determining students' wellbeing and learning. Many of the important transitions between educational settings occur at times of rapid student growth and development, when they are concerned about issues of identity (who am I?), relationships (how do I relate to others?) and future (what will I be?). How they approach these transitions, and how they fare through them, may be determined by many factors at home, the community and at school.

Our experience at The Currajong School, has shown us the challenges that are involved in school transitions shape students' development in positive or negative ways. In some cases, these transitions provide students with a chance to break from previous negative experiences and make a fresh start.

A successful transition for these students is defined by key features or indicators and these contribute to their continued learning and growth:

- Developing new friendships and improving self-esteem and confidence
- Settling well into the new school life, so there are little concerns for parents
- Showing an increasing interest in school and schoolwork
- Getting used to new routines and school organisation
- Experiencing continuity in ready to learn behaviours

Times of major transition can be cause for concern and anxiety for many parents, who ask themselves the question, 'how best can I support my child through this time of transition?' At The Currajong School, we believe it is our job to actively support and guide the family with this process. We have structured systems and process to support all students with transitions into, through and when they leave The Currajong School.

Transition To Mainstream

The decision to return to mainstream school should be a consultative one involving parents, Currajong staff and other professionals or agencies involved with the child.

Experience has long shown that discussions regarding transition from Currajong often result in unnecessary anxiety if held too soon, such as during the students first year or

two here or well before there are dependable signs of readiness. Most of our students make a successful transition back to mainstream school following their placement here.

Transition is individualised for those students whose plan is to return to mainstream school prior to entering Year 7. There is a full program of transition activities for those who will enter secondary school from Currajong.

Parents should be considering their choices for secondary school well before their child's final year at Currajong. Many schools hold Open days during the year, providing an excellent opportunity for you to see potential schools in action and picture your child in that environment. It can assist in alleviating apprehension when students know early in the year which school they will be moving to. It also ensures that they will be included in all orientation activities during the latter part of the school year.

Sources of information regarding schools of interest to you include:

- School prospectuses and other reference sources
- The 'grapevine' – talk to as many parents as possible who have children at schools of interest
- Parents of past students who would be happy to share their experiences of the school to which their child transitioned last year
- School visits – try to visit several schools, preferably during school hours and speak to the Principal. Have key questions ready to ask concerning areas such as discipline, expectations, curriculum – including provision for special needs, extra curricular activities, parental involvement, and pastoral care/student welfare
- Discuss options with Currajong Leaders so that your child's individual needs can be carefully considered

Proximity to home can often make life more manageable for both parents and students. Living close to the school will be important if your child is likely to become involved in after school activities. It also helps your child to make friends with others in their local area.

Encourage staff at your chosen school to contact us so that we can work together to ensure your child's transition is successful. We will keep in touch with you regularly as you undertake the process of finding an appropriate school for your child.

For further information around transition supports, families should contact our Principal.

Enrolment At The Currajong School

Governing Body

The Currajong School Board is the governing body and meets six times a year.

The Board is chaired by Megan Selkirk. The general members include community representatives with specific skills in finance, marketing, and governance.

Further information on the role of the School Board is available upon request from the Business Manager.

Fees And Levies 2026

Enrolment fee	\$500 (a one off non refundable payment)
Annual tuition fee	\$12,640 (charged in four instalments of \$3,160)

Voluntary donations are always welcome. The Currajong School is a registered charity and a not for profit organisation. All financial donations are fully tax deductible.

Cancellation of Enrolment

A full terms notice in writing to the Principal is required in the event of withdrawal of a student from the school. Otherwise, payment of a full terms fees is required in lieu of such notice.

The statements of accounts for school fees will be mailed prior to the beginning of each school term. Payment is required within fourteen days of the mailing date unless alternative payment arrangements are approved by the Business Manager.

If school fee payments are going to be late at any time, it would be appreciated if you could advise the Business Manager. This will prevent the need to issue reminder notices. For security purposes and to facilitate the handling of school fees, our preferred payment option is BPay rather than cash.

Collection of money other than school fees is done via the school office and receipts issued as required.

Overdue Accounts

Regular review and consideration of overdue accounts will be assessed by the school to recover any outstanding fees and levies. Should they need to take further action and a referral be made to a debt collection agency, costs incurred will be added to the outstanding balance of fees.

A recommendation may also be made by the Finance Committee to the Board of Directors to temporarily suspend an enrolment pending settlement of account.

Enrolment Agreement

Parents/carers/guardians are reminded that the school implements and acts upon the enrolment agreement signed upon acceptance of a student. In particular, we expect parents/carers/guardians to actively engage with the following requirements:

- Cooperate and comply fully with all school policies and practices
- Maintain regular contact with child's psychiatrist or psychologist, including a **full, twelve monthly** review
- Keep staff informed of all pertinent information regarding personal, educational, psychological, and medical details, and advise of any changes to contact and emergency contact information
- Advise staff of all information relating to medication, including the introduction of new medication or an adjustment to existing medication/s resulting in changes in mood, behaviour, or other side effects to be properly understood and more closely observed and managed at school
- Allow your child to participate in all aspects of the school program.
- Attend Student Support Group meetings, Parent Teacher interviews and information sessions, along with other meetings as requested by staff
- Be available, or arrange to have another person available to collect your child following any incident of physical aggression toward staff and/or other students
- Comply with the Student Code of Conduct regarding keeping my child at home for the duration of suspension and ensuring that all work provided is completed
- Pay the costs of repairs/replacement to any property that my child deliberately damages
- Consult and communicate regularly regarding the process of transition from and to mainstream school
- Be responsible for the prompt payment of all school fees and levies, which are subject to change from time to time. I understand if school fees and levies are not paid my child's placement at The Currajong School may cease

Completion of an *Application for Enrolment* and signed agreement undertaking to comply with *Conditions of Entry* as follows:

- Payment of a non refundable administration fee
- All fees and levies shall be payable prior to commencement of the term to which they relate unless the School Board determine otherwise. Students, without explanation, may not be permitted to attend school if such fees and levies are outstanding
- Acknowledgement that the school reserves the right, without recourse, to exclude a student – either on a permanent or temporary basis – at the absolute discretion of the Principal and as specified in the Student Code of Conduct
- A **full term's notice in writing** to the Principal is required in the event of withdrawal of a student from the school. Otherwise, payment of a full terms fees is required.

Further information is available in the full policy.

Complaint Procedure For Parents

- Initial Concerns: Informal procedures
- You are always welcome to discuss with the relevant staff member, any concerns you may have in relation to your child
- It is preferable that your concern is initially discussed with the staff member most closely concerned with the issue as it may be able to be dealt with quickly and with minimum fuss
- If this is not appropriate, an appointment should be made with the Principal/Assistant Principal to discuss the matter. It is expected that most issues will be resolved in this way

Complaints: Formal procedures

A complaint will be treated as an expression of genuine dissatisfaction that requires a more formal response. All complaints will be received courteously, and confidentiality respected. Anonymous, vexatious, or malicious complaints will not be pursued.

For The Currajong School's Formal Complaint Process please see '*Community Grievance Policy*' located on our website or please contact the office for a copy.

Code Of Conduct For Parents/Carers/Guardians

The Currajong School is committed to providing a welcoming, safe, and inclusive environment for all members of the school community. This code of conduct is intended to guide parents/carers/guardians in recognising and respecting their own rights and responsibilities as well as those of other members of the school community.

Rights of parents/carers/guardians include:

- To be treated with respect and understanding
- To have confidentiality respected and maintained
- To receive a timely response to concerns raised
- To be listened to respectfully and communicated with courteously
- To have their participation in the life of the school recognised and valued
- To enjoy a school community which is free of harassment or discrimination

Responsibilities of parents/guardians are:

- To be aware of and comply with school policies and endeavour to support these at home
- To treat all members of the Currajong community including staff with respect and courtesy
- To notify the school of any changes at home which may affect a child's learning or behaviour
- To schedule an appointment when they wish to discuss a concern. Staff are unable to give their full attention at busy drop off and collection times or when on playground supervision
- To allow staff to deal with discipline issues. Never approach or reprimand a student in relation to perceived actions toward their own child

- To avoid judgmental comments about other students and families – everyone goes through 'tough times' when kindness and support is needed rather than criticism
- To refrain from public or online criticism of the staff or school and from making negative comments about the staff or school to their child or within the hearing of their child
- To follow appropriate protocols in resolving conflicts – issues regarding staff will be dealt with only if related to protocols in resolving conflicts – issues regarding staff will be dealt with only if related to professional conduct
- To avoid engaging in conversations which constitute harassment, discrimination, or denigration or which involve searing, innuendo, or offensive language
- To respect diversity in people and their opinions regardless of race, religion, gender, sexual orientation, age, or disability
- To behave lawfully on school grounds and observe the terms of family court or other order if parents are in dispute. It is not the role of staff to mediate on or become involved in these matters

Note: As a parent or guardian you are an influential role model and play a formative part in the development of your child's ability to interact co-operatively with others and to develop a non-judgmental attitude in respect to those with diverse backgrounds and beliefs. Speaking positively about the school and supporting staff in implementing policies and procedures, including behaviour management practices will do much to ensure that your child's experience at The Currajong School is both happy and successful.

Curriculum

Curriculum Overview

Our school uses the Victorian Curriculum as the basis for all programs.

The Victorian Curriculum has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students.

For more information, please visit

<https://f10.vcaa.vic.edu.au/>

At The Currajong School, the team ensure students experience a secure and supportive place to learn to the best of their ability. All classrooms foster an environment that is positive and productive. Through a curriculum that is supported by an integrated therapy team, positive behaviour support system and various specialist programs. All children are encouraged to develop their communication and independence skills, attempt new challenges and to accept responsibility for their learning and their behaviour.

The academic program at The Currajong School adheres to the belief that all students have a right to an education and all students will flourish with a comprehensive and strategic approach to support their individual learning needs. Our teachers follow differentiated teaching and learning strategies to tailor their

methods effectively to reach every student, giving all students the opportunity to succeed in the Victorian Curriculum.

Curriculum programs have been developed which whilst reflecting VCAA policy and organised according to the Victorian Curriculum Learning Standards and Levels F-10 of the curriculum. We also recognise the very individual needs of our students. Specific programs have been developed in each domain. Through these programs the teachers at The Currajong School develop the skills identified in students' Individual Learning Plans (ILP's).

At The Currajong School, literacy and numeracy skills are aimed at the level of each child through a differentiated program. Teachers reflect and evaluate programs to make sure they are directed appropriately to each child. Across the school learning is structured around Literacy (speaking, listening, reading, and writing) and Numeracy programs. This involves a daily teaching block and ongoing assessment in subject areas, highlighting best practice and innovative and stimulating activities.

Our environment model of Allied Health supports the classroom teachers and assistants with strategies and recommendations to apply a therapeutic model to learning along with interventions to assist all students in accessing all teaching and learning programs.

Assessment

Evidence based teaching involves the use of evidence to:

- establish where students are in their learning
- decide on appropriate teaching strategies and interventions
- monitor student progress and evaluate teaching effectiveness

Improvements in student learning and educational outcomes depend on the wider use of reliable evidence in classroom practice. The goal of all education is to encourage and facilitate student learning and individual development, assessments of student learning and progress are critical indicators of quality in education. Assessment of student achievement is an essential component of the teaching and learning process. Teachers use a range of strategies for assessing the progress of their students. These strategies include classroom observation, formal assessment tasks and professionally developed diagnostic tools.

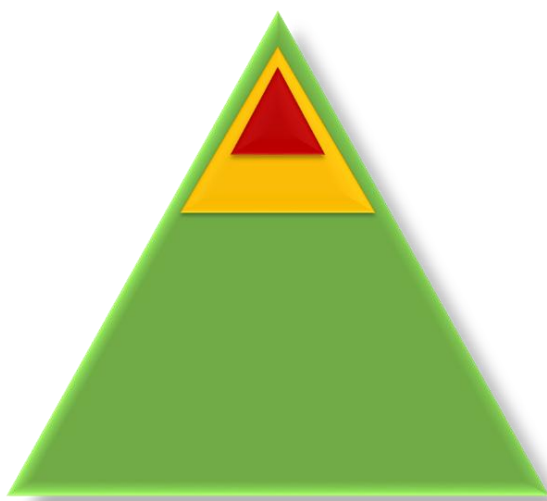
Students' progress in both academics and behaviour is reviewed regularly. This helps to ensure students are correctly placed in learning groups and progressing in core areas.

The Victorian Curriculum provides a clear set of standards for assessment of student achievement. Reports to parents, twice yearly, include assessment of achievement on a five point scale and specific comments on achievement.

School Wide Positive Behaviour Supports (SWPBS)

As part of The Currajong School's Behaviour Support Policy, we have adopted the Positive Behaviour Support (PBS) framework, to help build a positive learning environment and positive school culture for our students. As an internationally recognised framework, PBS is an evidence-based framework for preventing and responding to student behaviour.

The framework works on the belief that all behaviour is a form of communication. It is a three-tiered framework with strategies that assists the teacher to understand the functions of the behaviour and then respond positively and effectively to the student displaying the behaviour. It is a preventative approach that, when effective, creates a positive social climate through the promotion and reinforcement of expected social behaviours for all students (Bradshaw, Koth, & Leaf, 2009).



<p><u>Targeted Supports (≈5%)</u> Few students Wrap-around support Collaborative response Early intervention is the focus</p>
<p><u>Selected Supports (≈15%)</u> Some students Small group instruction Rapid response Early intervention is the focus.</p>
<p><u>Universal Supports (≈80%)</u> All students, all settings Learning, teaching and leading Proactive Prevention is the focus.</p>

The purpose of implementing Positive Behaviour Support (PBS) at The Currajong School is to:

- Embed a common language and behavioural expectations for the whole school community.
- To provide a safe and orderly environment to enhance learning.
- To use evidence-based decision-making using PBS data.
- To provide a common teaching base in the form of a behavioural matrix.
- To embed a culture of positive behaviour (as opposed to punishment) through explicit teaching.

Introducing, modelling, and reinforcing positive social behaviour is an important step in 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.

What is SWPBS?

- SWPBS is an organised, data-driven system with interventions, strategies, and supports that positively impact school-wide and individualised behaviour planning.
- A school wide process for developing and explicitly teaching appropriate and positive behaviours.
- The redesign of environments, not the redesign of individuals.

Why SWPBS?

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance



Key Elements of SWPBS

The Behaviour Expectation Matrix translates The Currajong School's three expectations into expected behaviours. Expected behaviours are explicitly taught in the classrooms and will be introduced each week through video modelling. The matrix is referred to and discussed regularly with the students at The Currajong School.

Behaviour Purpose Statement

“At The Currajong School, we embrace the values of Respect, Resilience, and Responsibility, in a safe and supportive learning environment”

The Currajong School SWPBS Behaviour Matrix

	Always	Classroom	Yard	Toilet	Transition	Bus / Excursions
Be Respectful	<ul style="list-style-type: none"> We greet others We use kind and friendly language We give people their personal space We keep our hands and feet to ourselves We let other people be heard We accept each other's differences We follow instructions We are kind to others 	<ul style="list-style-type: none"> We wait our turn to speak We work with others We let other students learn We listen to staff 	<ul style="list-style-type: none"> We encourage others in games We take turns when playing We follow the rules of the game 	<ul style="list-style-type: none"> We keep the bathroom area clean We let everyone have their privacy 	<ul style="list-style-type: none"> We walk safely and quietly We come to class on time We open the door for others 	<ul style="list-style-type: none"> We use the Currajong values when in public
Be Responsible	<ul style="list-style-type: none"> We report bullying We help others We speak up when something is wrong We look after the environment and equipment We are responsible for our own behaviour We are Sun Smart 	<ul style="list-style-type: none"> We ask questions when we don't understand We will have eyes on the teacher during learning time We organise our own equipment We ask for help if we need it We try new activities We keep our table tidy and ready to work We use an inside voice in the classroom 	<ul style="list-style-type: none"> We use equipment for its intended purpose We put equipment away when we've finished We join the line when the bell goes We show others how to play a new game 	<ul style="list-style-type: none"> We flush the toilet We wash our hands We leave when we're finished 	<ul style="list-style-type: none"> We are kind to the people we're standing next to We go to where we're meant to be 	<ul style="list-style-type: none"> We wear our seatbelt We stay with our group We eat and drink before or after travelling on the bus
Be Resilient	<ul style="list-style-type: none"> We attempt challenging tasks We learn from mistakes We find solutions to problems We use a reset strategy when we need to We wait our turn 	<ul style="list-style-type: none"> We are flexible when things change in the classroom We try again We can move on from a problem that upsets us We start fresh every session 	<ul style="list-style-type: none"> We choose to reward positive choices We don't always win, that's ok We ask an adult for help We include others We are patient with others who are learning We apologise when we make mistakes We walk away when someone has upset us We use the Friendship Seat 		<ul style="list-style-type: none"> We line up We wait for our teacher 	<ul style="list-style-type: none"> We listen to staff, parents and volunteers We attempt all activities

Social And Emotional Learning (SEL)

Students participate in regular social and emotional learning through 'Circle Time' classes each week. This learning is reinforced each day across every area of the school.

“SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.” *Collaborative for Academic, Social & Emotional Learning USA*

“SEL can help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognise and manage their own emotions and make responsible decisions. SEL can teach children and young people the competencies and skills they need to effectively manage their emotions, behaviour, and relationships with others. The Australian Research Alliance for Children and Youth notes schools who ensure that SEL is part of their teaching and learning can give students the opportunity to build the resilience to deal with change and unpredictability, an essential skill for positive mental health.” *Social and Emotional Learning – Dept of Education and Training Victoria*

The most effective way to teach and manage students social, emotional, and behavioural skills to students is to have a proactive approach to explicitly teaching students in these areas, whilst we understand that this does not guarantee success in students implementing them independently, it is a much more beneficial approach than being reactive to challenges that arise. At the Currajong School we teach these social, emotional, and behavioural skills to students through the implementation of specific programs that are built into our toolbox of SWPBS. These include:

- Learn to Play
- Respectful Relationships
- Zones of Regulation
- Interoception curriculum

Learn to Play

Learn to Play Therapy was developed by an Occupational Therapist, Karen Stagnitti who specialised in early childhood intervention services.

The aim of Learn to Play Therapy is to build the spontaneous pretend play ability of children. To scaffold and support each child to develop the ability to play by him/herself and with others. As children grow in their ability and generalise their play ability skills to home, neighbours, and school settings, staff are able to gradually release the amount of support and prompting that is needed.

Learn to Play focusses on pretend play, as this type of play is the most complex and mature form of play. Pretend play also impacts on language (particularly narrative language), social interaction, and emotional integration of the child's experiences. The play skills that are the focus of Learn to Play Therapy are: ability to spontaneously self-initiate play, sequencing play actions logically, using objects as something else (object substitution or symbols in play), engaging with a doll or teddy character outside of themselves, integrating their play so a clear play script is evident, role play and socially interacting using play. When engaging with a child in play the principles of Learn to Play Therapy are:

Start simple – start where the child's play ability is

True Play is fun – emotionally engage the child in the play activity (if it is not fun, you won't be as effective and the child will not be truly playing)

Regardless of what play skill you are working on, always be aware of: the play script, number of actions in a play sequence, use of symbols in play, and if a doll/teddy is being part of the play. (All these skills must also be understandable by the child and on the child's play level)

Challenge the child when you think the child is ready. (You introduce a higher level skill or new skill, or problem to the play script)

Work towards the child taking over the play – so they are initiating the play

Always respond to the child

Always monitor that the play is coherent (logical and sequential), if not, bring the child back to an earlier level of play

(Karen Stagnitti, 2022)

Resilience, Rights and Respectful Relationships

Respectful Relationships supports school settings to promote and model respect, positive attitudes, and behaviours.

At The Currajong School, we have an ongoing commitment to ensure our students and school community are taught all components of the Respectful Relationships program. We have found it teaches our children how to build healthy relationships, resilience, and confidence.

Program background

The Royal Commission into Family Violence identified the critical role that schools, and early childhood education have in creating a culture of respect to change the story of family violence for future generations.

In 2016, Respectful Relationships Education became a core component of the Victorian Curriculum from Foundation to year 12 and is being taught in all government and Catholic schools and many Independent schools.

Everyone in our community deserves to be respected, valued, and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes, and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students. Together, we can lead the way in saying yes to respect and equality and creating genuine and lasting change so that every child has the opportunity to achieve their full potential.

School Commitment Statement

Respectful Relationships Education

The Currajong School is committed to implementing a whole school approach to Respectful Relationships Education.

We recognise that our school is more than a space for young people to learn. Our school is a place where all community members deserve to feel welcomed, respected, safe and valued. Schools, like ours, have the opportunity to lead,



inclusive practices, influence and contribute to a healthy community culture where diversity is accepted.

As part of this commitment:

- Our school will promote gender equality and positive respectful relationships.

Our school will provide:

- Professional learning for school staff on gender equality, the prevention of gender-based violence and Respectful Relationships Education.
- Professional learning for teachers delivering Respectful Relationships curriculum in the classroom.
- Our school will commit to identifying gaps and limitations in existing culture, policies, and practices in gender equality.

Our school will encourage community feedback on gender equality in the school.

Our school will identify, resource, and implement key actions to promote gender equality and prevent gender-based violence.

Our school will engage with external experts for advice and support in preventing gender-based violence and promoting gender equality and respectful relationships among the community.

Our school will build partnerships with expert family services to increase school capacity to respond to students and staff who experience, witness, or perpetrate gender-based violence.

Our school commits to continual improvement and evaluation of Respectful Relationships Education.

Zones of Regulation

At The Currajong School we use Zones of Regulation. The Zones are a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel into four concrete coloured zones. The zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The Four Zones: Our feelings & states determine our zones

The RED Zone

The RED Zone: is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the RED zone.

The YELLOW Zone

The YELLOW Zone: is also used to describe a heightened state of alertness and elevated emotions, however one has more

control when they are in the YELLOW zone. A person may be experiencing stress, frustration, anxiety, excitement, stillness, or nervousness in the YELLOW zone.

The GREEN Zone

The GREEN Zone: is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the GREEN zone. This zone is where optimal learning focus occurs.

The BLUE Zone

The BLUE zone: is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The zones can be compared to traffic signs. When given a green light or in the "GREEN zone", one is "good to go". A yellow sign means be aware or take action, which applies to the YELLOW zone. A red light or stop sign means stop, and when one is in the RED zone this is often the case. The BLUE zone can be compared to the rest area signs where one goes to rest or re-energise. All the zones are natural to experience, but the framework focuses on teaching students how to reorganise and manage their zones based on the environment and its demands.

The ZONES of Regulation[®]



Figure 2: Wall Posters of the Zones

Behaviour Management

The Currajong School explicitly prohibits corporal punishment.

Staff at Currajong have high expectations of student's behaviour and academic achievement. Children need to develop as social beings who have a positive sense of belonging at home, at school, and in the community.

Students are encouraged at all times to take responsibility for their own behaviour. Many children arrive here believing that the 'world happens to them' and, as a result, feel very disempowered in their own lives.

Behaviour can only be properly understood when we identify its purpose. It indicates the ways and means that children have discovered in order to belong to, and to gain status and significance within the group.

A major factor hindering achievement is discouragement. Many children who are experiencing difficulties in learning and relating to others have lost confidence in their ability to meet the academic and social demands placed upon them.

If children are unable to have their needs met in positive ways, they are likely to seek undue attention from others, engage in power struggles with teachers and parents, demonstrate 'helplessness' and a need to be rescued, or display payback behaviours in order to 'punish' those around them.

- Children can function fully only when they feel accepted by the group as worthwhile and valued members. As challenging behaviours can indicate failure to find constructive ways to belong, a high level of encouragement is a crucial tool during the process of change. This recognises effort and improvement and focuses on assets and strengths. Most importantly, it differentiates the child from his/her behaviour so that it is always the behaviour that is unacceptable, not the child.
- To correct children's mistaken beliefs and behaviours, the use of logical consequences has long been proven to be more effective than punishment.

To 'protect' children from the consequences of their own behaviour is to deprive them of critical learning in relation to their present and future life choices.

- At Currajong, children begin to understand that the adults are here to help them through their difficulties rather than reacting to and rejecting them, thus perpetuating a cycle of discouragement and rejection.

Re-Teach Desired Behaviour

Step 1 – Verbally Remind with pre-correction

Example: {Student name} that language/behaviour isn't {School Value: Respectful/Responsible/Resilient} We are {insert school value} by {state expectation from behaviour matrix}.

Ask student to repeat expected behaviour.

Step 2 – Verbally Remind with pre-correction

Example: {Student name} that language/behaviour isn't {School Value: Respectful/Responsible/Resilient} We are {insert school value} by {state expectation from behaviour matrix}.

Ask student to repeat expected behaviour.

Minutes allocated - at teacher discretion

Step 3 – Reflection Time

If same behaviour occurs again student will participate in a 'Reflection Time' during recess or lunch (or other time directed by the teacher) time for 15 minutes.

Anti-Bullying Practices and Responses

The Currajong School is committed to providing a safe and respectful learning environment where bullying, of any form, will not be tolerated. Everyone in our school community is asked to be alert to signs and evidence of bullying behaviour and accept responsibility to report bullying behaviour to school staff. All reported incidents of bullying are appropriately investigated and addressed, and support is provided to students who may be affected by bullying behaviour (including victims, bystanders, and perpetrators). We seek parental and peer group support in addressing and preventing bullying behaviour.

When responding to bullying behaviour, The Currajong School aims to:

- be proportionate, consistent, and responsive.
- find a constructive and positive solution for everyone.
- stop the bullying from happening again.
- restore the relationships between the students involved.

We acknowledge that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten, or hurt another person or damage their property, reputation, or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status, or other reasons.

Bullying may be direct or indirect, physical, or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.



Cyberbullying is direct or indirect bullying behaviours using digital technology. For example, via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Other behaviours

Many behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness, or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Implementation:

Parents, teachers, students, and the community will be aware of the school's position on bullying behaviours. The school will adopt a four-phase approach to bullying behaviour:

Primary Prevention:

- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving, anger management and protective factors.
- Interpersonal Development programs that develop resilience, conflict resolution, assertiveness and problem solving.
- Each classroom teacher to clarify at the start of each year the school policy on bullying behaviour. The aim is to explicitly teach the students how to meet the school expectations for pro-social behaviour.
- Structured activities available to students at recess and lunch breaks. Professional development for staff relating to bullying behaviour, harassment and the strategies that counteract them.

Early Intervention:

- Professional development for staff relating to welfare management and social skills development of students.
- Promoting students reporting bullying incidents against themselves or witnessed.
- Parents encouraged to contact the school if they become aware of a problem.
- Classrooms hold regular pro-active circles.
- Restorative Practices implemented.
- Public recognition and reward for positive behaviour and resolution of problems.

Intervention:

- Those identified will/may be counselled.
- Once identified: bully, victim and witnesses are talked with restoratively and all incidents fully investigated and documented.
- If bullying is ongoing, parents will be contacted, and consequences implemented consistent with the school's Student Code of Conduct.
- Ongoing monitoring of identified bullies.

Post Violation:

- Consequences for students will be individually based and may involve:
 - reset out of class
 - reset away from the yard
 - afterschool rethink time 3:00pm to 4:00pm
 - school suspension
- Ongoing counselling from appropriate agency for both victim and bully
- Ongoing monitoring of identified bullies.
- Restorative Practices will be used to restore and repair relationships whenever possible.

Reporting concerns to The Currajong School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their classroom teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, education support staff, therapists, or school leadership.

Parents or carers who may develop concerns that their child is involved in, or has witnessed, bullying behaviour at school should contact the Principal/Assistant Principal.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by school staff are timely and appropriate in the circumstances.

Responses to bullying behaviours

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, we will consider:

- the age and maturity of the students involved.
- the severity and frequency of the bullying, and the impact it has had on the victim.
- whether the perpetrator student or students have displayed similar behaviour before.
- whether the bullying took place in a group or one-to-one context.

- whether the perpetrator demonstrates insight or remorse for their behaviour.
- the alleged motive of the behaviour, including any element of provocation.

The Principal/Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- offer counselling support to the victim student or students.
- offer counselling support to the perpetrator student or students.
- facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our policies on Suspensions and Expulsions and any other relevant policy.
- facilitate a Student Support Group meeting for affected students.
- prepare a Behaviour Support Plan if required.

The Currajong School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Consequences

The Currajong School has a strict Hands Off stance, to staff and students. All students have a right to a safe learning environment, and staff have a right to a safe workplace.

If a student's behaviour is unable to be re-directed, de-escalated, and becomes severe, such as, ongoing bullying, ongoing verbal/physical threats, physical abuse and violence, or destruction of property where other students and staff's safety is compromised the following consequences will be put in place for the offending student.

Example of Behaviour	Consequence
<p>Physical assault or violence that continues after staff have tried to manage.</p> <p>Continued verbal threats, obscene language and bullying that after all interventions applied by staff, the student is not following directions or strategies.</p>	<p>Parents/carers will be asked to collect the child from school, and to go home and reset.</p> <p>Note: If a parent/carer cannot come to collect a student from school, and staff can no longer manage the behaviours of concern. The police will be called to support staff and student safety. Similarly, if the safety of a parent/carer is compromised when they come to pick up their child, the police may also be called to support.</p> <p>If the child goes home before 12pm they will have that afternoon to reset. The next day they will return, and a behaviour review meeting will be expected with the Principal.</p> <p>If a child goes home after 12pm, then they will spend the whole next day at home for a reset day. School work will be provided by the school. The student will return after one day and the parents/carers and student will have a behaviour review meeting with the Principal.</p> <p>Suspensions</p> <p>If at the time of the incident and when the child is picked up, the Principal or Assistant Principal, may be able to determine if a longer suspension will be put in place. However, if further investigations are required the parents/carers will be informed by 5.00pm on the same day.</p> <p>After investigations and debrief with staff and students, the Principal may determine that the severity of the incident has had a greater impact on the safety and wellbeing of other students and staff and a longer suspension is to be put in place. Parents/carers will be notified by 5.00pm on the same day the length of the suspension and reasons why. School work will be provided for the length of the suspension.</p> <p>Before the student returns to school after a suspension, the parents/carers will be asked to participate in a behaviour review meeting.</p>

For further information please refer to our 'Student Code of Conduct'.

Student Voice and Agency

At The Currajong School students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient, and safe.

We as a school:

- Provide opportunities for authentic student decision-making over matters that affect them
- Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness
- Actively engage students through the use of evidence-informed, strengths-based approaches to enhance their own learning and wellbeing
- Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum
- Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces
 - School Captains and student leaders to be elected each year
 - School Captains and leaders meet with the Principal or Assistant Principal to plan whole school student centred activities
 - Student Representative Council

At The Currajong School we endeavour to empower student voice, agency, and leadership through:

- Student Voice Fridays – students have input in their daily learning plan
- All student Individual Learning Plans (ILP's) contain student centred improvement goals. These goals are reviewed regularly with student and parent/guardian input
- Students plan and implement end of term celebrations for the whole school community
- Year six students plan their graduation activities
- Students plan playground activities at break times
- Teachers explicitly include student voice agency and leadership in their planning documents

In term one each year, students will create a short speech and either in person or on video will present their speech as to why they would like to be a leader, what skills they possess and what they would improve. School Captains will be appointed by the Principal. Members of the SRC will be elected by their peers.

Allied Health

The Currajong School is very fortunate to have a multidisciplinary team that provides our school-based therapy services that supports students, as well as family and teacher professional learning.

The team consists of passionate staff:

- Occupational Therapist
- Social Workers
- Student Counsellor

They are dedicated to providing the highest quality school-based intervention services to our students to support their emotional, social, behavioural needs so they can access personal goals and achievements with their learning.

The team brings years of experience working in the child's context of learning to support and enhance academic skills, build self-esteem, persistence, resilience, and social skills. The individualised and school specific focus of our practical, rigorous, and proven intervention approaches allows for action-based learning which brings about sustainable change that supports our teachers and support staff to continue and apply in their teaching and learning every day.

At The Currajong School we implement:

- The Currajong Play Program (Learn to Play)
- Perceptual Motor Program (PMP) – Lower Primary
- Interoception curriculum
- Berry Street Educational Model – Trauma Informed Practices

Every week the Allied health team meet for 'Case Management'. Our Team Around the Child process provides a structured framework within a Multi-Tiered System of Support for a whole school approach to support our students.

Student Support Group (SSG'S)

The Student Support Group represents a partnership in the educational planning process between:

- the parents/guardians/carers of the student
- the parent/guardian/carers advocate
- the teacher/s
- the principal or nominee (to act as chairperson)
- the student (where appropriate).

The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future

- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

The Student Support Group is responsible for:

- identifying the student's needs
- determining any adjustments to be made to the curriculum, teaching and learning
- planning an appropriate educational program
- developing a personalised learning and support plan
- discussing the plan with teachers and providing support to implement the learning plan
- providing advice to the Principal concerning the additional educational needs of the student and what may be required to meet these needs
- reviewing and evaluating the student's program once per term, and at other times if requested by any member of the group.

Student Support Group Meetings

SSG meetings will occur every term in week 4 and 5, unless otherwise advised. SSG's will be scheduled for 30 minutes between 3:30pm-4:30pm on Monday, Tuesday and Wednesday of these weeks. Families and parents will be reminded of these dates through all parent communication portals.

Parents/Carers will need to use the Sentral Parent Portal Booking System to secure their SSG day and time. In the instance that a family or parent is unable attend on that day, a telephone/zoom SSG can be scheduled. Alternatively, if a time cannot be booked in the allocated timeslots, then the classroom teacher will make an alternative time for an SSG with the family.



SSG's will follow a clear whole school agenda and depending on class sizes will be scheduled 30 minutes in length, for grade 5 and 6 students it is encouraged that they also attend the SSG to comment on their learning as part of student agency and voice, however we will leave this to the decision of parents and care givers. Minutes will be taken by the teacher assistant or a specialist teacher. The minutes will be typed live and shown during the meeting on the Smart Board. Parent/Carer will be emailed a copy of meeting minutes for digital signing.



Restraint and Seclusion in Schools Legal Context

Physical restraint of a student – whether there is a history of behaviour concern or not – is not permitted within The Currajong school – **except in an emergency**.

All staff must take reasonable steps to protect students in their care and supervision from harm. Teachers are expected to take measures that are reasonable in the circumstances to protect a student under their duty of care from injury.

Emergency

In an emergency, the decision to physically restrain a student lies with a staff members professional judgement. If physical restraint is used that student must be carefully and continuously monitored to ensure that no harm comes to the student, and that other students and staff are safe, ensuring that no physical restraint never harms or restricts the breathing of a student.

Restraint must be reasonable, in that the restraint:

- Is the least restrictive option in the circumstances
- Is justified and proportionate
- Ceases once the immediate task of harm is reduced

- Is respectful of the student's dignity
- Is a last resort

Report equals support:

Written records must be kept and added to student files on SENTRAL. The record should be made as soon as possible after the incident and should include:

- The name of the student/s and staff involved
- Date, time, and location of incident
- What happened
- Details of the emergency and what physical restraint was used
- The triggers for the student's behaviour
- The steps taken to de-escalate the situation
- Why the decision for physical restraint was used?
- A description of how the physical restraint was used
- How long the physical restraint lasted
- Names of any witnesses
- The student's response to the physical restraint
- The outcome of the incident
- Any injuries or damage to property

The School Principal and Assistant Principal must be notified immediately if a restraint has been used, parents/carers/guardians must be notified.

In the event a restraint is applied, post incident debrief will be conducted with the School Principal.

Restorative

When suitable a restorative discussion with the child will be facilitated by a member of the school Leadership team, Allied Health, Classroom Teacher or with the staff member and child involved (if the parent/carer/guardian wishes to be involved this will of course be arranged). An extremely important part is to restore the relationship between the two parties, to ensure a safe and supportive environment is maintained. This facilitated discussion also provides an opportunity for the student and staff member to work in collaboration to put strategies forward, open communication lines and work together to be proactive in supporting the student with their social, emotional, and behavioural needs.



Team Teach

At The Currajong School staff members have been trained in Team Teach practices.

Team Teach has been established since 2004, successfully training staff from a wide range of education, health, and care settings. Team Teach has been delivered in every Australian state and territory, as well as New Zealand. Team Teach APAC has a network of more than 500 Trainers and has provided training to over 20,000 people.

To support organisations in their commitment to reducing and eliminating restrictive practices, as outlined in the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Sector, Team Teach APAC provides training in line with the state specific Student Behaviour procedures, and which expressly aligns with the United Nations Convention on the Right of the Child, which states that the welfare of the child shall be the paramount consideration.

The content of the programs is updated to reflect the latest research findings about the psychology of behaviour support, biomechanics, and safe systems of manual handling. Team Teach commissions independent academic research into the effectiveness of the training and a comprehensive review of the legal framework in order to better protect staff working in challenging environments.



CALM Approach

Communication

- stance - posture - gesture - facial expression
- intonation - scripts

Awareness and Assessment

- reading behaviour - anticipating what might happen next
- knowledge of handling plans

Listening

- give time and space - allow pauses for take up time
- give them a way out

Making Safe

- objects - space - hotspots - safety responses