

provide a specialised teaching and learning environment to support the needs of students with additional needs. The school has a clearly articulated Vision, Values and Mission, which has guided and informed the process of the school's continuous improvement and development.

PPSS is committed to values of professional excellence, cooperation and respect while embracing diversity. Our environment is creative, accepting, flexible and positive. PPSS believes that all students will develop capabilities, in communication and independence, to the best of their abilities. PPSS supports students to build confidence and demonstrate capabilities in an environment that is respectful and supportive.

Students are drawn from a wide range of suburbs in the South East Region but customarily come from the Municipalities of Port Phillip, Bayside and Stonnington. However, a small number of students attend the school from outside the bus zone. The zone comprises a mix of socio-economic groups including a large public housing component and suburbs that are more affluent. Transport to and from school is provided by the Department of Education (DET) to students who live in the transport zone at no cost to parents.

All students have an intellectual disability however; we have an increasing number of students with multiple disabilities. A large percentage of our students have Autism Spectrum Disorder (ASD) and an

2. School values, philosophy and vision

Child Safe Standards

All children and young people have the right to protection in their best interests. At Port Phillip Specialist School, we consider the health, safety and well-being of all children and young people to be our highest priority. We strive to ensure the safety and well-being of children and young people at our school at all times. We have zero tolerance for child abuse, and all allegations and safety concerns will be treated seriously and consistently. We are committed to creating a safe, respectful and inclusive school environment where all students can be happy, confident and resilient, regardless of their sexual or gender identity, cultural background disability or other circumstances. We take account of the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- all students have an Individual Education Plan and will be referred to our School Mental Health Practitioner for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
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- Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs such as Navigator

Where necessary the school will support the student/family to engage by:

- being responsive and sensitive to change in the student's circumstance and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Port Phillip Specialist School

- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations

Behavioural expectations of students are grounded in our school Statement of Values and School Philosophy.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

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