



Drysdale Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

This policy ensures that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students;
- (b) expectations for positive student behaviour;
- (c) support available to students and families;
- (d) our school's policies and procedures for responding to inappropriate student behaviour; and
- (e) our school's commitment to Child Safe requirements.

Drysdale Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Drysdale Primary School is committed to all aspect of Child Safe legislation.

OBJECTIVE

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Drysdale Primary School (DPS), is in the heart of the historic centre of the Bellarine Peninsula situated about twenty kilometres from Geelong. As a rural satellite community Drysdale is a popular centre for young families

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State Government | Education
and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

and commuters. Many current students at Drysdale Primary School have family ties to the community and the school dating back two or three generations. While a sense of history and belonging underpins the stable culture of the school, new families are always welcome.

Drysdale Primary School was established on October the 1st 1875. It now has an enrolment of approximately 485 students. The original building still remains. The original school rooms are now used as a STEM room, a music room and a school canteen. Since 1875 Drysdale Primary School has undergone many buildings and ground updates. Drysdale PS now has a super facility including 23 classrooms, a school hall/gymnasium, a performing arts stage and resource centre, a fully resourced multimedia area, a well-resourced library, attractive and safe playground equipment for all students, a comprehensive curriculum that encourages progress in a wide range of learning areas and a team of dedicated professional educators.

Drysdale Primary School has identified five core values that we want all members of the school community to demonstrate. They are RAISE – Resilience, Acceptance, Integrity, Success and Enjoyment. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Drysdale Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Drysdale Primary School's vision is to be a fully inclusive school providing the highest quality of education for each one of its students in their academic learning, their personal development and the development of their skills in Indonesian, visual art, music, performing arts and sport. Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.

Drysdale Primary School has identified five core values that we want all members of the school community to demonstrate. We believe this will help us achieve our vision.

- Resilience - We bounce back from challenges.
- Acceptance - We care about each other. We all belong.
- Integrity - We make good choices.
- Success - We always do our best.
- Enjoyment - We have fun.

Our Statement of Values is available on the school website – http://www.drysdaleps.vic.edu.au/?page_id=215

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysedale Primary School

3. Engagement strategies

Drysedale Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or 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:

Universal – whole school strategies to support wellbeing and engagement

- A personalised learning approach to curriculum teaching. This bases the specific learning for each student on their prior learning and the next step they personally need to learn to make progress. This is supported by a detailed assessment record stored on the Sentral Continuum Tracker and teachers' planning that details the range of content descriptors to be taught within a unit of work.
- Differentiated teaching of Content Descriptors and the school-created sub divisions of these into I Can statements.
- All students are welcome to self-refer to Class Teachers, Year Group Leaders, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.
- We engage in School Wide Positive Behaviour Support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - Bounce Back
 - Kids Matter Kids
 - Zones of Regulation
 - Restorative Practices
- High and consistent expectations of all staff, students and parents and carers.
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Creating a culture that is inclusive, engaging and supportive.
- Teachers at Drysedale Primary School use the Workshop Model Instructional Framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- Teachers at Drysedale Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- School House based activities – sport, cross age celebration events.

PROTECT

THE EDUCATION STATE

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysedale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

- Kids Matter events – to promote engagement and involvement with different groups of children.
- Welcoming all parents/carers and being responsive to them as partners in learning.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data.
- Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community.
- Carefully planned transition programs to support students moving into different stages of their schooling.
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents/carers, through the use of SWPBS tokens, class and Principal awards.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings, Kids Matter meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principals and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school plays, athletics, music programs, lunchtime clubs and peer support programs such as Buddies.
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs, cyber safety and eSmart programs).
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy programs, peers support programs such as the Kids Matter team.

Targeted – for year groups or select groups of students

- Each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- Connect all Koorie students with a Koorie Education Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- 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.
- Life Skills sessions for children who need to develop different social skills.
- Language Support groups for students who are struggling with early language acquisition.
- Lunchtime clubs e.g. gardening, yoga, lego etc for students who find it hard to make friends.

PROTECT

THE EDUCATION STATE

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

Individual – for specific students

- Student Support Groups, see: <https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-student-support-groups.aspx>
- Individual Education Plan (including KELPs for Indigenous students) and Behaviour Management Plan.
- Program for Students with Disabilities.
- Referral to School Leadership and Student Support Services.
- Referral to ChildFirst, Headspace, Orange Door, GPs or other agencies such as counselling, Occupational Therapy, Speech Therapy.
- Lookout for Out of Home Care students.
- One to one support sessions with an Assistant Principal or another trusted staff member for children who have needs outside the range that a class teacher can reasonably be expected to accommodate.
- Welfare plans and attendance plans for children with specific well-being and / or attendance issues.

Drysdale Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances;
- meeting with a student and their parent/carer to talk about how best to help the student engage with school;
- developing an Individual Education Plan and/or a Behaviour Management Plan;
- considering if any environmental changes need to be made, for example changing the classroom set up;
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as counselling-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's family to engage by:

- being responsive and sensitive to changes in the student's circumstances 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 Plan in collaboration with the student and their family;
- running regular Student Support Group meetings for all students:
 - with a disability

PROTECT

THE EDUCATION STATE

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysedale Primary School

- in Out of Home Care
- and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Drysedale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and to enhance student wellbeing.

Drysedale Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled;
- attendance records;
- academic performance;
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;
- attendance, detention and suspension data;
- engagement with families.

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- 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.

Drysedale Primary School expect all members of the community to be respectful and accepting regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

For further information please refer to the Inclusion and Diversity policy.

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State Government | Education
and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysedale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysedale Primary School

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents/carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Drysdale Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Drysdale Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

We view behavioural errors as a learning opportunity and will take an instructional approach to responding to inappropriate behaviour through reteaching behavioural expectations and allowing students an opportunity to correct their behaviour. Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator or School Leadership
- restorative practices
- behaviour reviews
- suspension
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Drysdale Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State
Government

Education
and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysedale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Drysdale Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents/carers have access to our school policies and procedures, available on our school website;
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff policy;
- providing parent/carer volunteer opportunities so that families can contribute to school activities;
- involving families with homework and other curriculum-related activities;
- involving families in school decision making, through School Council and surveys;
- coordinating resources and services from the community for families;
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Drysdale Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- SWPBS data
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy policy

PROTECT

THE EDUCATION STATE

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

- Inclusion and Diversity Policy
- Duty of Care Policy
- Bullying Prevention Policy
- Child Safe Standards and Code of Conduct

For staff, please see the Department's [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the School Policy and Advisory Guide are:

- [Inclusive Education](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

REVIEW

This policy was last updated in September 2020 and is scheduled for review in September 2022.

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State
Government

Education
and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

APPENDIX

Guiding Principles for behaviour management:

1. All members of the school's community, children, parents/carers and staff are responsible for ensuring their own behaviour meets the agreed expectations.
2. The school will generally use the principles of School Wide Positive Behaviour Supports along with restorative practices to manage behavioural issues.
3. The school's approach to managing behaviour is framed in the positive with emphasis on identifying the correct approaches and rewarding those who meet these expectations.
4. Meeting the agreed expectations for behaviour is as much a part of children's learning experiences at school as academic elements of the curriculum.
5. The school will respond to instances of inappropriate behaviour with understanding of circumstances including age and maturity but will not accept these as excuses.

Our school's student wellbeing and behaviour management approaches are based on the foundation of School-Wide Positive Behaviour Support (SWPBS). This approach is well-researched and has been shown to support and enhance the schools in which it is implemented.

A key aim of SWPBS is to create a positive school community with consistent expectations in all areas of school life. From the classrooms to the specialist rooms, from the front gate to the playground, SWPBS helps Drysdale Primary School students understand what is expected of them and provides motivation to comply with those expectations.

School Rules and SWPBS Matrix

Drysdale Primary School has 3 rules that all students are expected to follow:

1. Follow instructions.
2. Use appropriate school language.
3. Keep hands, feet and objects to myself.

The school also have a SWPBS Matrix that is visible and referred to in all learning spaces, classrooms, common areas and specialist classes, as well as associated tokens and incentives when set amounts of tokens are achieved.

The use of restorative practices, SWPBS guiding principles and matrix, along with Respectful Relationships, Bully Stoppers and Bounce Back all support the social, emotional and person learning.

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

Proactive Responses

The school places an emphasis on acknowledging and rewarding those children who make strong choices regarding their behaviour. There are two main elements to this emphasis: Tokens and Certificates.

Tokens: Students are awarded tokens in class and during play times by any staff that hear and see students making good, smart choices, representing the school values and linked Matrix statements. These tokens can be 'cashed in' for incentives with class teachers at any point through the year.

Certificates: Each week each class will grant two Student of the Week Awards to children deserving of recognition over the previous five school days. These certificates will be presented in the phase assemblies. Each week two children from each phase will receive a Principal's Award based on a school value in the whole school assembly.

Further to these strategies the school have positive spaces to assist students during break times. The Haven and the Quiet Area are two supervised spaces for students to use to regulate their emotions. The Haven is indoors with lots of sensory tasks and the Quiet Area is outdoors with a sensory garden and seated areas for students to play more passive games.

Consequences and Redirections

Most issues which arise will be dealt with using the principles of restorative practice which will enable the children involved to reach a negotiated solution to fix the problem. Further information about the restorative practice approach can be found at

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

When necessary, a member of staff may apply a further consequence commensurate with the seriousness of the issue.

For the most serious issues or in response to continuing misbehaviour, the principal also holds the right, within the terms of the Education Department's policy, to suspend a student from the school for up to five days or to expel a student from the school permanently.

Parent Engagement with Behaviour

Maintaining high standards of behaviour in school is only possible with the continuing support of parents/carers. The school will communicate openly with parents/carers as necessary to maintain this partnership and continuing support. When an incident results in children being sent to the office area, the parents/carers of these children will be notified through the school's Sentral messaging system. A phone call will be made or a face to face meeting arranged when the teacher considers this is necessary due to the severity of the incident.

Parents/carers who wish to discuss any aspect of their child's welfare and well-being should speak to their child's grade teacher in the first instance. More complex concerns can be raised with more senior staff. The

PROTECT

**THE
EDUCATION
STATE**

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

school will address parent/carer concerns in a timely manner in accordance with this policy and at a level that will bring about the most effective and efficient resolution.

Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

There are three types of bullying behaviour:

- **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

Online bullying is bullying carried out through the internet or mobile devices. Online bullying is also sometimes called cyberbullying. For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying.

The school takes all incidents of bullying extremely seriously. The school will use this policy to address such concerns, recognising that repeated and deliberate actions that harm another require a more robust response which will usually include an individual behaviour management plan and the possibility of Student Support Group meetings. More information about bullying can be found at <https://bullyingnoway.gov.au/>.

PROTECT

THE EDUCATION STATE

VICTORIA
State Government | Education and Training

KidsMatter
Australian Primary Schools
Mental Health Initiative

resourceSmart
Schools

eSmart
Schools

Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.



Drysdale Primary School

PROTECT



Education and Training



Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background.