



Submission to the Joint Standing Committee on Migration:

INQUIRY INTO MIGRANT SETTLEMENT OUTCOMES

Introduction

Good Samaritan Catholic Primary School welcomes the opportunity to provide this submission to the Joint Standing Committee on Migration in relation to its inquiry on migrant settlement outcomes. In particular we have responded to the first term of reference:

The mix, coordination and extent of settlement services available and the effectiveness of these services in promoting better settlement outcomes for migrants.

Good Samaritan Primary School has large population of enrolled children from refugee backgrounds. 593 children representing 82% of all enrolled students are of Iraqi heritage with either the children themselves and/or their parents having had a refugee experience. Over the past 7 years we have warmly welcomed and enrolled 156 children who have a direct refugee experience, of this group 90 have arrived since January 2016. Our community has been enriched by the presence of these children and their families.

Appendix 1 provides details of the community profile of Good Samaritan Catholic Primary School.

It is anticipated that in 2017 refugees from Syria and Iraq will continue to move into the Roxburgh Park and surrounding region, making it likely that the number of students with refugee backgrounds at the school will continue to rise.

In response to the need for a coherent and strategic response to supporting children from refugee backgrounds, Good Samaritan Catholic Primary School has developed a strategy that is framed around the following six action areas:

1. Support for Students
2. Support for Students' Families
3. Support for School Staff
4. Partnerships with Agencies
5. A Nurturing Learning Environment
6. Advocacy

Appendix 2 is the school's Framework for Supporting Children from Refugee Backgrounds.

At Good Samaritan Catholic Primary School we recognise that the effects of the refugee experience are not time bound, and may be life long. Therefore, it is important that children from refugee backgrounds receive targeted support throughout all their years of schooling so that they are afforded every opportunity for a successful and life-giving education.

Delivery of Family Focused and Differentiated Needs Based Services

The provision of comprehensive and needs based settlement services is a critical precondition for a child from a refugee background if they are to succeed at school. To ensure that a child from a refugee background becomes a successful learner, a confident and creative individual and an active and informed citizen¹ that child's family must experience positive settlement outcomes.

Central to our response to meeting the needs of children from refugee backgrounds is the establishment of our Jericho Community Learning Village. It is anticipated that Jericho will serve as a community hub from which the families of children from refugee backgrounds can easily access a range of culturally nuanced services that support their settlement.

Good Samaritan Catholic Primary School is a vital organisation within the community of Roxburgh Park and surrounding suburbs such as Craigieburn. We have significant opportunity and capacity to reach out to community members, to engage with people of diverse backgrounds and access the range of resources and opportunities available. We understand that:

*'The central organising point in our society at the neighbourhood level is the school – elementary and secondary, as well as childhood development centres. Because schools' location patterns are pervasive and residence based, and because sociability is made easier through children's connections, school could become the platform for a variety of neighbourhood issues'*²

For the many families from refugee backgrounds that we serve, strong affiliations and personal connections are very quickly made through our school. We recognise that these connections can make a powerful impact on their sense of belonging, self-worth and attachment. A strong sense of trust and security is quickly established between families and our school. For families from refugee backgrounds Good Samaritan Catholic Primary School is more than an educational institution, it is a core social centre.

As our families from refugee families begin to reveal their migration story to us, we begin to develop a deep understanding of the challenges that they have faced prior to coming to Australia as well as the challenges that they continue to face. It is apparent that a number of the families that we serve have experienced frustration and isolation due to a fragmentation in the delivery of settlement services and the difficulties they have encountered in accessing settlement and supporting services.

Our intention is capitalize upon the relationship established between families and our school to positively impact upon the delivery of cohesive settlement services. We seek to build our capacity to weave together a critical mass of resources and strategies to support students and their families through a period of settlement and beyond.

The following table illustrates the scope of services we seek to provide:

¹ Ministerial Council on Education, Employment, Training and Youth Affairs, 2008, The Melbourne Declaration on Educational Goals for Young Australians

² Organisation for Economic Cooperation and Development (OECD) 2001, The Wellbeing of Nations, Paris

Desired scope of Jericho Community Learning Village Services	Culturally appropriate services could include:
Case Management	<ul style="list-style-type: none"> • Locating bi-lingual case workers on site to develop relationships with, and provide support to, a community of families • Connecting services in ways that maximise resources (efficient and cost effective) • On the spot assistance for issues as they arise • Advocacy
Developing English Language Proficiency	<ul style="list-style-type: none"> • Language classes and conversational language groups • Bilingual teaching support to accelerate students' English language acquisition • Participation in school-based events to practice English in community contexts • Translation and interpreting services
Sporting and community building services	<ul style="list-style-type: none"> • Financial support and provision of facilities and equipment to promote participation
Parish Support	<ul style="list-style-type: none"> • Connecting to the faith community • Pastoral support • Connecting to social groups and activities
Skill and qualification recognition	<ul style="list-style-type: none"> • Pre-employment training • Streamlined processes to recognise prior learning and qualifications
Early Years Learning Services	<ul style="list-style-type: none"> • Application of the Early Years Learning Framework • Facilitating access to local kindergartens • Supporting transitions from early year settings to school • Playgroups
Financial services	<ul style="list-style-type: none"> • Accessing income support • Financial planning
Employment services	<ul style="list-style-type: none"> • Employing within community where possible • Accessing immigrants prior learning and qualifications • Connecting to vocational training opportunities
Housing services	<ul style="list-style-type: none"> • Locating in the most appropriate community • Rental assistance • Furnishing a home
Health Services	<ul style="list-style-type: none"> • Connecting families with culturally sensitive health services • Dental • General medical • School nurse • Mental health • Trauma settlement support services
Parenting Services	<ul style="list-style-type: none"> • Learning about culturally appropriate parenting practices • Provision of onsite maternal and child care services • Supporting a child/family at key transitions points (enrolling at school, primary to secondary to post secondary)

An Opportunity for Research and Innovation

Our experience in supporting children and families from refugee backgrounds and the

understandings we have gained from this, point to the need for change.

What we seek to achieve is clearly, beyond our capacity to deliver within current available resources (human, financial and capital). While that may be the case, it will not stop us from trying.

We have reached out to local, state and federal jurisdictions seeking advice and support. We continue to establish relationships with service providers. In each instance our intention and strategic focus is warmly received and applauded. Yet we are also reminded of the many logistical and bureaucratic barriers to overcome. The common theme emerging from all these interactions is the need to develop more cohesive and integrated models of support that are culturally nuanced and locally focused.

We are therefore compelled to explore with government and non-government agencies the possibilities of new ways of working together and better ways of providing tailored services that are easily accessible to families at their point of need.

Our school is well placed to be a site of innovation and research; to be a hub of learning about how we might improve settlement services for children and families from refugee backgrounds.

Conclusion

In conclusion, Good Samaritan Catholic Primary School submits that:

- The effects of the refugee experience are not time bound, and may be life long. Therefore, it is important that children from refugee backgrounds receive targeted support throughout all their years of schooling, so that they are afforded every opportunity for a successful and life-giving education.
- If a child from a refugee background is to be a successful learner, a confident and creative individual and an active and informed Australian citizen that child's family needs to experience positive settlement outcomes.
- A number of the families that we serve have experienced frustration and isolation due to a fragmentation in the delivery of settlement services and the difficulties they have encountered in accessing settlement and supporting services.
- Schools, such as ours, are ideally placed to respond to the needs of children and families from refugee backgrounds due to the strong connections that are made with each family.
- With adequate levels of resourcing, school sites such as ours, can provide the opportunity to locate a coherent and comprehensive suite of settlement and supporting services that can be culturally nuanced within a specific community.
- Schools, such as ours, provide government and NGOs with opportunities for innovation and research into effective family based settlement services.

Thank you for the opportunity to participate in this nationally significant inquiry.

APPENDIX 2:

Framework for Supporting Children from Refugee Backgrounds

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How will we answer the call of our brothers and sisters who come knocking on our door?

The words and actions of Jesus demand a response. We do not open our hearts and our home to vulnerable people simply because they are 'deserving' of charity or compassion. We take them in, provide shelter and bandage their wounds because they are equal to us in dignity. They are no longer 'aliens' (Lev. 19:33) but our brothers and sisters.

For those Who've Come Across the Sea, p 18

1. Rationale: Responding to the Call of Jesus

In general, students from refugee backgrounds have greater educational and support needs than most other newly arrived migrant students.

Students from refugee backgrounds are highly likely to be disadvantaged when attending school in Australia. In addition to traumatic experiences of war and displacement, they may lack English language and have had limited schooling. While parental support is important to a child's education, many parents from refugee backgrounds have themselves had little access to schooling. They are unfamiliar with the Australian school system, may have limited literacy and numeracy skills, and their English language may be limited. They may feel unable to help their children with schoolwork.

Resettlement support is critical in enabling children from refugee backgrounds to overcome the impacts of trauma and adjust to life in Australia. Good Samaritan Catholic Primary School has a responsibility to ensure that appropriate support is provided to meet their educational and welfare needs.

Good Samaritan Catholic Primary School is committed to providing equitable access and opportunity for all children. Awareness of, recognition of, and response to the needs and rights of all individuals are essential to human dignity. These are also essential elements of the Catholic identity of the School. The school's inclusive practices embrace and *celebrate* diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.³

If there is a question of priority in who we should care for, Jesus' message is crystallised in the Catholic social teaching principle of the option for the poor. It says that the test of solidarity and of commitment to the common good is the care we have for the people who are most disadvantaged.

For those Who've Come Across the Sea, p 6

2. A Life Fully Lived

At the heart of our learning and teaching process is the child and how he or she may come into the fullness of their own unique self. A fundamental belief at Good Samaritan Catholic Primary School is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' life and teachings show all people 'the way, the truth and the life' (Jn 14:6).

In accordance with this belief, our School's Core Values underpin all that we do:

Mercy: We act with kindness and with a heart full of love.

Compassion: We seek to understand the needs of others and are willing to help them.

Justice: We treat everyone fairly, recognising that each individual has both rights and responsibilities.

Respect: We value the sacredness and dignity of each person.

Excellence: We strive to be the very best we can possibly be.

³ F6 Framework for Promoting Student Engagement and Positive Student Behaviour, Good Samaritan Catholic Primary School, 2016

It is these values that guide the development of our strategy to support children from refugee backgrounds.

Through immersion in a safe, inclusive and positive learning culture we seek to lead children from a refugee background to develop awe and wonder about the world and a deeply held sense of personal responsibility for self, others and all creation. We will seek to encourage them to act as agents of change and be confident that they can contribute to the greater good.

Our dream for each child from a refugee background is a *life fully lived*⁴.

3. School Context

Good Samaritan Primary School has large population of children from refugee backgrounds. 593 children representing 80% of all enrolled students are of Iraqi heritage with either the children themselves and/or their parents having had a refugee experience. This population is growing all the time as current families sponsor relatives to come to Australia. It is anticipated that large numbers of the new intake of refugees from Syria and Iraq will be of Christian/Catholic background and will be moving into the Roxburgh Park region, making it likely that numbers of refugee background students at the school will continue to increase.

4. Background

4.1 Definition

The 1951 Refugee Convention spells out that a refugee is someone who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.” UNHCR, 2016

There is a range of visa classes that people with refugee experiences may hold.

The most common visa classes in the Humanitarian Program are: Refugee – 200, Refugee (In-Country Special Humanitarian) – 201, Refugee (Emergency Rescue) – 203, Refugee (Woman at Risk) – 204, Special Humanitarian Program – 202.

Some people may be seeking asylum in Australia and be holding a bridging visa that allows them to remain in Australia while they apply for a permanent protection visa. These people will be under enormous stress as their future is uncertain and they may have only limited work, health, and education entitlements in Australia.

4.2 The Refugee Experience

The National Youth Affairs Research Scheme defines the refugee experience as: exposure to political, religious or inter-cultural violence persecution or oppression, armed conflict or civil discord that incorporates the following basic elements:

- a state of fearfulness for self and family members,
- leaving the country at short notice and without choice,
- inability to return to the country of origin, and
- uncertainty about the possibility of maintaining links with family and home.⁵

When children from refugee backgrounds settle in Australia, they have a range of needs because they have suffered the trauma of persecution and displacement. Their pre-settlement experiences may include denial of human rights, forced separation from families, witnessing family members

⁴ 6.1 *Lives Fully Lived: School Strategic Plan 2016 -2020*, Good Samaritan Catholic Primary School, 2016

⁵ *Wealth of All Nations: Identification of strategies to assist refugee young people in transition to independence*, National Youth Affairs Research Scheme, 2002

being tortured or killed, exposure to violence, physical and sexual abuse, illness and exploitation.

Children from refugee backgrounds have often experienced major disruptions to their education due to social upheaval in their country of origin and periods of displacement in refugee camps. Such children and young people have little experience of a classroom or school environment. Incidental learning may also have been hampered through years of impoverished conditions and lack of stimulation.

4.3 The Settlement Experience

Children from refugee backgrounds are affected by many issues of the past while they adjust to a new country, culture, language and school environment. Complex settlement issues may also affect a student's ability to settle in at school.

The past experiences of children from refugee backgrounds have a profound impact on their school education. In addressing some of their needs, it is important to that the School addresses two important areas: student learning and psycho-social reaction to trauma.

There are many ways in which trauma and stress resulting from the refugee experience can manifest itself, including:

- anxiety and fear
- re-experiencing traumatic events through nightmares and flashbacks
- withdrawal and emotional numbing
- disconnection from others, over self- sufficiency and avoidance of close relationships
- anxious attachment where children remain fearful of losing people who are important to them
- sensitivity to failure and a diminishing sense of self-efficacy and self-worth
- loss of feelings of safety, a loss of trust in others, anger and a negative view of the future
- unjustified feelings of shame and guilt as a result of exposure to violence by others.⁶

5. Meeting The Needs Of Children From Refugee Backgrounds

5.1 Knowing and Understanding the Child

Most refugee-background children and young people will have been subjected to, or have witnessed, horrifying and traumatic events. All will have experienced some degree of loss of home, place and culture, as well as the profound losses of parents, siblings, friends and significant others through death or separation.

Refugee-background children and young people will also have endured a level of change unprecedented in the lives of most of their Australian- born counterparts. Adaptations to school must be taken into account when considering the impact of trauma, as these effects also contribute to the overall development and wellbeing of the individual. The developmental impact of pre-arrival and settlement experiences will depend on the nature and extent of exposure to traumatic events; the age of the child at the time of maximum disruption to life; the degree to which the family has remained intact; the quality of the post-trauma environment; and the opportunities for recovery.

Specific effects of the refugee experience on children and young people can include anxiety and fear, re-experiencing traumatic events, fluctuations of emotions and behaviours, disruption to connections with people, impact of isolation and separation, impacts on self-concept and perceptions of the world, shame and guilt.

Refugee-background students at Good Samaritan School may have:

⁶ *School's In for Refugees: A Whole School Guide to Refugee Readiness*, Foundation House The Victorian Foundation for Survivors of Torture Inc., 2016

- little or no formal schooling experience prior to arrival in Australia
- disrupted and/or unpredictable learning opportunities
- little or no literacy and numeracy skills in their first language
- greater proficiency in oral language than written language
- received schooling in a language other than their first language
- been exposed to very different learning environments and styles from those in Australia
- had limited access to basic school resources such as books, pens and desks
- moved regularly between schools in Australia
- past trauma or health issues that may be impacting on learning
- no parent or family support to assist with challenges.

Adaptation to school may be particularly difficult for those students who have had limited or no school experience. These students may be facing the intellectual and behavioural requirements of a structured learning environment for the first time. These new challenges must be taken into account when considering the impact of trauma, as their effects also contribute to the overall development and wellbeing of the individual.

At Good Samaritan Catholic Primary School we recognise that the effects of the refugee experience are not time bound, but may be life long. Therefore, it is important that children from refugee backgrounds receive targeted support throughout all their years of schooling so that they are afforded every opportunity for a successful and life-giving education.

5.2 Establishing a Positive Learning Environment

Trauma is the emotional, psychological and physiological residue left over from heightened stress that accompanies experiences of threat, violence, and life-challenging events.⁷ Trauma can impact on all elements of children's development.

The capacity of traumatised children and young people to learn is significantly compromised. Their neurobiology is stressed. Their relationships can feel unstable. Their emotional state is in flux. They find it difficult to stay calm or regain a state of calm if they feel distressed or perturbed. Change is perceived as dangerous. Their memory is under pressure. They are disconnected from themselves and time. Their behaviour rules them. New experiences and new information carry with them elements of threat and uncertainty. Children and young people who have experienced toxic levels of stress and trauma find the demands of the school environment extremely challenging to navigate and benefit from.

Foundation House⁸ identifies four recovery goals that address the core effects of traumatic experiences that children from refugee backgrounds may have experienced. These are to restore:

- a sense of safety and control that has been undermined by effects of anxiety and fear
- attachment and connections to others, which have been lost as a result of prolonged isolation and separation from loved ones
- meaning and purpose and a sense of future after these concepts have been undermined by a loss of faith of a safe and secure world
- dignity and value to address a sense of guilt and shame over making impossible choices or being unable to act.

The overarching goal is to create a learning environment within which children from a refugee background and can maximise their potential for learning and growth and recover from the effects of trauma.

⁷ Making Space for Learning, Australian Childhood Foundation, 2010

⁸ *School's In for Refugees: A Whole School Guide to Refugee Readiness*, Foundation House The Victorian Foundation for Survivors of Torture Inc., 2016

Traumatised and stressed children and young people have little space left for learning. Their constant state of tension and arousal can leave them unable to concentrate, pay attention, retain and recall new information. Their behaviour is often challenging in the school environment.

The consequences of trauma on children and young people are multiple, yet they are not well understood. These children are often labeled as disruptive, defiant and poor learners at high risk of disconnecting from school.

With support, children can, and do, recover from the harmful effects of trauma. To do so, however, they need adults in their lives to be understanding of and responsive to their unique needs. They cannot easily adapt and change to their environment. Their environment and the people in it must adjust to help them. These children need the space to learn to be created for them by those who care for and support them.

Children are only able to learn within a context of safety and security. School staff who interact with children from refugee backgrounds have an enormous opportunity to effect major change. Refugee-background children may not necessarily require clinical support; they require adults who can extend vital relational skills and a learning environment that provides the safety and security for these relationships to be sustained.

Children who have been traumatised unconsciously do the same thing over and over.⁹ They give other people in their environment certain cues for behavior that will induce an outcome similar to the original trauma. Then, when people around them act in the way they have been cued, the child is retraumatised. Children who have been profoundly rejected will evoke rejection in others. Children who have tried to defend themselves against threat with hostility, will evoke hostility from others. The role of the school staff therefore, is to engage with the children so as to understand the motivation of their actions and then change the direction of the behaviour, redirect the traumatic scenario so that the trauma is not repeated. If the members of each classroom and the members of the school community can begin to function in this way, the group itself can become the agent for change for the child from a refugee background. This can only occur within a context of safety and trust.

6. A Strategic Approach to Supporting Children from Refugee Backgrounds

6.1 Strategy Elements

Good Samaritan Catholic Primary School has established a whole of school strategic response to supporting children from refugee backgrounds.

Our trauma informed practice supports an emphasis on making the school space – its routines, its relationships and its activities in and around our students – facilitative and flexible to the needs of all children, but in particular those who are affected by the consequences of trauma and stress.

The strategy encompasses five interconnected elements:

6.1.1 Support for Students

The School is committed to ensuring:

- Effective school enrolment and orientation processes are available to ensure that children from refugee backgrounds are supported in their transition to school.

⁹ Bloom, S.L., *Sanctuary in the Classroom*, Journal for a Just and Caring Education (4): 403-433, October, 1996

- That all school policies and practices are effective in identifying and addressing the needs of children from refugee backgrounds.
- That data on the wellbeing and educational needs of children from refugee backgrounds informs the development of personalised learning support approaches.

6.1.2 Support for Students' Families

Parental and community involvement is strongly related to improved student learning, attendance and behaviour. Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family.

Good communication must occur if school staff and parents are to reach a mutual understanding of the expectations and needs of both parties. Good Samaritan Catholic Primary School can not rely on the same engagement strategies for all parent/carer groups, without including targeted strategies to suit the specific needs of families from refugee backgrounds.

The School is committed to:

- Guaranteeing enrolment for families from refugee backgrounds who seek a place for their child at Good Samaritan Catholic Primary School.
- Providing direct access and/or referral to counseling services for parents and family members.
- Providing inclusive processes for communicating with parents and carers of children from refugee backgrounds
- Providing interpreting and translating services to parents of students as requested, and as standard practice for processes such as parent/teacher interviews and information nights.

6.1.3 Support for School Staff

Therefore, the School is committed to:

- Developing the understanding of all staff of the impact of trauma on children from refugee backgrounds, so that they are able to respond effectively to the learning and welfare needs of children from refugee backgrounds.

6.1.4 Partnerships with Agencies

The School is committed to:

- Working with appropriate government agencies and community based services to support newly arrived children from refugee backgrounds and their families.
- Identifying and establishing partnerships with community based services in the City of Hume which can support families from refugee backgrounds.
- Working with the Catholic Education Commission of Victoria Ltd and Catholic Education Melbourne to support newly arrived children from refugee backgrounds and their families.

6.1.5 A Nurturing Learning Environment

Therefore, the School is committed to:

- A safe and nurturing learning environment that is sensitive to the need of children from refugee backgrounds, by providing a safe and healing environment for children who need to recover from the effects of trauma.
- Providing a physical environment that is designed to be conducive to positive behaviours and effective engagement in learning including: internal and external withdrawal spaces, small group learning spaces, calm rooms and safe zones.

6.1.6 Advocacy

The School is committed to:

- Acting, speaking or writing to promote, protect and defend the rights of families from refugee backgrounds.

6.2 Implementation

This whole-school approach is either inherent to or explicitly promoted in many school policies and initiatives. These include:

Strategy Element	School Initiative	Supporting Frameworks, Policies & Procedures	
Support for Students	<ul style="list-style-type: none"> • Inclusive enrolment and induction procedures • Provision of trauma counselling • Employment of bilingual teaching staff • Employment of 4 bilingual co-educators • Employment of Refugee Team Leader • New Arrival Learning Pathways (PLP for 40 weeks with reviews every 5 weeks) • Rainbows Program¹⁰ • Provision of calm boxes as required • Provision of home packs upon enrolment (books, textas, pencils, scissors, etc) • PLP's developed, including plan to respond to the individual behaviour of children that is based on understanding the meaning and function of the behaviour. • Curriculum and teaching strategies focused on building children's social and emotional skills. • EAL pedagogical focus • Community based mentoring. 	F6	Promoting Student Engagement and Positive Behaviour Framework
		F7	Responding to Diversity Framework
		3.6	Procedures for Enrolment and Induction of Students
		3.7	40 Week Learning Pathways: New Arrivals with Refugee Experience
		4.1	Child Safety Policy
Support for Families	<ul style="list-style-type: none"> • Inclusive and welcoming enrolment process • Home Visits: upon enrolment, • Induction Review Meetings • Program Support Group Meetings • Referral service: Foundation House counseling services • Volunteer training: engaging parents from NESB • English Classes • Preschool Programs (Nursery Rhyme Time and Play Group) provided free of charge 	F4	Learning ³ Framework
		3.6	Procedures for Enrolment and Induction of Students
		5.4	Family Engagement in Learning Policy
		6.4	Enrolment Policy

¹⁰ *The Rainbow Program for Children in Refugee Families: A collaborative, school-based program to support refugee children and their families*, The Victorian Foundation for Survivors of Torture Inc., VicHealth; 2002

	<ul style="list-style-type: none"> • Jericho Village Community Hub: adult learning programs and services • Appropriate and individually managed pathway support including links to agencies and/or community services • Use of interpreters and translation services • Employment of bilingual administration staff • All correspondence translated into Arabic • Access to bilingual school staff • Psycho-education group sessions for parents to have an opportunity to think about the impact of trauma on themselves and their children, talk about coping strategies and ways they can get support • No school fees charged for first 12 months • Children's school uniform provided free of charge. • Provision of access to ICT services 	
Support for School Staff	<ul style="list-style-type: none"> • Refugee Working Group • Learning Diversity Innovation Team • Professional development for staff to promote an understanding of refugee experiences. • Debriefing - Self-care counselling processes to support staff from disclosures made by students and their families • Professional development for staff to promote an understanding of EALD strategies. • Professional development for staff to promote an understanding of trauma informed practice. 	<p>F8 Go and do the Same: Staff Code of Conduct</p> <p>F9 Framework for Welcoming and Supporting Students New to the School</p> <p>7.2 Staff Induction Policy</p>
Partnerships with Agencies	<ul style="list-style-type: none"> • Foundation House Schools Unit • Research partnership with Foundation House • Research partnership with the University of Melbourne • Ardoch Youth Foundation Volunteer Program • Hume City Council • Westfield, Airport West • MatchWorks employment and adult training services • Royal Children's Hospital - Refugee Children's Health • Immigrant Health Clinics • Play Group Victoria • Mercy Connect • Hume Nursing Services • St. Vincent De Paul Society • Roxy United Soccer Club 	

Strategy Element	School Initiative	Supporting Frameworks, Policies & Procedures
A Nurturing Learning Environment	<ul style="list-style-type: none"> • Creating open and flexible learning environments • Redesign of school playground to include passive play spaces. • Provision of safe areas and/or safe person children can access if a situation is stressful or threatening. • Structured and consistent procedures for responding to inappropriate behaviours • Establishing quiet spaces and withdrawal areas in each Learning Village. • Provision of soft furnishing and fittings in each learning space. • Landscape project: provision of green spaces, vegetable garden and orchard, sensory play garden, tactile play space, physical play spaces. 	<p>4.5 Procedures for Responding to Inappropriate Behaviours</p> <p>6.11 School Master Plan</p>
Advocacy	<ul style="list-style-type: none"> • Regular dialogue with both Federal and State members of parliament. • Membership of The Edge Learning Alliance. • Commercial arrangements and sponsorships with preferred school suppliers 	Strategic Plan