



Student Engagement and Wellbeing Policy

(Ratified by School Council September 2014)

Rationale

This Student Engagement and Wellbeing Policy articulates the Glen Waverley Primary School community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.

Our school is committed to providing a safe, secure and stimulating learning environment for all students and members of the school community. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and we aim to promote an understanding of this link in both the school environment and in the classroom.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

- The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.

- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Element 1:

SCHOOL PROFILE STATEMENT

Glen Waverley Primary School is located on the busy arterial of High Street Road in the suburb of Glen Waverley, very close to the major intersection with Springvale Road in the City of Monash approximately 20 km east of the Melbourne CBD.

The school is currently part of the Monash/Waverley Network of Schools in the North East Metropolitan Region. Enrolments have increased significantly over the past four years and the Department of Education and Early Childhood Development (DEECD) are expecting enrolments to peak in between 750 and 800 over the next few years. In 2014, student enrolments are currently at approximately 640.

The student family occupation (SFO) density indicates a community with an overall high socio-economic profile with the percentile ranking above 90, showing a school with a high level of advantage relative to other state schools. Currently 18% of families access the Educational Maintenance Allowance (EMA). The proportion of students with a language background other than English (LBOTE) is significant (98%) and represents 35 different nationalities. The school stability measure is around the 15th percentile, which indicates a high number of student transfers. The school's student profile attracts substantial funds under English as an Additional Language (EAL) and Programs for Students with Disabilities (PSD) and a relatively small amount under Mobility. The school also receives funds for the international students, which are additional to the SRP funding.

Glen Waverley Primary School is a high performing school with a very strong focus on student learning outcomes. Our school philosophy underpins everything we do and is stipulated as such:

1. The students are at the centre of everything we do

2. Building staff capacity is paramount

3. Everything we do is based on research and a whole school approach

As a school community we firmly embody our philosophy as it is the driving force behind all that is planned and achieved at the school.

Parents are openly welcomed into the school and participation and support has strengthened in recent times including the introduction of a Community Relations (Parents & Friends) committee and attendance at working bees, excursions and classroom support. School Council is very active and enthusiastic and a sense of school pride is evident in the manner in which the school is presented. Corridors are orderly and purposefully adorned with student work from classroom and extra

curricula activities. The school offers a broad range of extra curricula programs and activities. Before and after school care is also available for families.

Playground areas are located across the multi-level site and students have access to a range of areas including a well-maintained oval, several hard court areas, three sets of playground equipment, and a landscaped central courtyard with sand pit and garden beds that was designed with student consultation. This attractive addition is used as an assembly area on fine days. The classroom facilities are located across four main buildings, two cement brick clad LTC (light timber construction) design, each with a central corridor, three relocatable mod 5 buildings, and one facility constructed under the Federal Government's BER (Building the Education Revolution) that provides six contemporary learning spaces – the school has built an additional classroom within this facility hence it now houses 7 classrooms. The Information and Communication Technology (ICT) footprint is substantial and interactive whiteboards are installed in each of the classrooms.

The present school student population country of birth data suggests 50% of students were born in Australia, 10% in India, 11% in Sri Lanka and 6% in Singapore and only 31% of students speak English at home. Hence, the school plays a prominent role in a culturally diverse community.

Glen Waverley Primary School has a Student Family Occupation index of 0.243 and one of the highest EAL student cohorts in Victoria. Parents have high expectations for their children and greatly value academic success. The staff is a good mix of younger and more experienced teaching professionals dedicated to the task of teaching and learning.

Prep students are generally drawn from a number of early childhood settings including preschool and day care in the Glen Waverley area and beyond. Some students enrol without attending preschool or having had little exposure to the English language before they reach school. Consequently the school receives significant funding as part of its annual budget to support the English as an Additional Language (EAL) program.

The school is led by a dedicated and compassionate leadership team who provide values-driven, instructional leadership to the community. The school is staffed by a team of dedicated teachers who bring a mix of experience to their work. The staffing profile of the school indicates a great balance of experienced and graduate class teachers.

Element 2:	WHOLE SCHOOL PREVENTION STATEMENT
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Glen Waverley Primary School is a community where we work together to help everyone become better lifelong learners. We care about each other, value our differences and treat each other with respect. We aim to develop positive attendance by developing responsibilities within the children. The programs we provide build interest and ownership of their learning.

We have a variety of programs in place which support our students to attend school, participate in class and enjoy learning:

- Integration Programs for PSD funded children
- 2 week Induction Program which operates in February.
- Student Leadership program
- SMART8
- Student awards

- Buddies
- Transition programs
- You Can Do It program
- Thinking Curriculum
- PMP
- Bi-annual School Concert
- Swimming Program
- Peer Mediation

The school will also access outside services to provide support for students and staff which include:

- MYFS (Monash Youth and Family Services) programs ...Girl's Own etc
- School Guidance officer and Speech therapist... Psychologist for psychological and academic assessment
- Kid's Hope... Mentors – providing support for 'at risk' children
- School Nurse
- OHSC
- School Chaplain (2 days a week)

These programs strongly reflect the School Mission statement:

OUR PURPOSE is to develop individuals who learn about themselves and the world around them, grow to become effective members of the community now and in the future and achieve personal fulfilment and a love of lifelong learning.

At Glen Waverley Primary School we believe that maximum student attendance promotes student learning. Within a whole school approach we have endeavoured to address the issue of student absence. The school also recognises that a fair portion of our average student absence rate, is due to extended family vacations.

Punctuality remains an issue, with some students frequently arriving after the bell. We continue to remind parents that it is important for students to start school on time every day. Late arrival is not only detrimental to the late comer but is disruptive to the rest of the class. We also promote the importance of consistent and timely school attendance, through our parent forums, school assemblies and newsletters. Student attendance data is also included on our Student Report forms.

At Glen Waverley Primary School, students are encouraged to be:

- Active every day in sport and play.
- Responsible for their educational growth and are given opportunities to learn in their preferred learning style.
- Parents are encouraged to share in their child's learning journey and the home/school partnership is highly valued.
- Teachers strive to provide learning opportunities which are stimulating, authentic and engaging. Staff are learners, keeping abreast of new educational initiatives, engaging in professional development and mentoring and supporting each other's professional growth.

Positive behaviours are encouraged through:

- You Can Do It!
- Positive Behaviour Support Plans
- Student Support Group Meetings
- Individual Learning Plans (Behaviour; Extension; At Risk; Out of Home Care)
- ICT – Interactive White Boards, iPads, Notebooks, PC's

- Lunchtime Activities – Chess Club; Dance classes
- Sustainability programs – Green Squad etc
- Differentiated Curriculum & Inquiry Learning Approach
- Camps / Incursions/ Excursions / Swimming /
- Strong Sports focus
- Productions ~ School Concert; Glen Waverley’s Got Talent; State School Spectacular etc
- Competitions – UNSW; Music: Count Us In;
- Artist in Schools program
- Advanced programs – Art and Multimedia
- Better Buddies
- Gardening Club
- Transition Programs
- Junior School Council
- School Chaplaincy
- Special Religious Education
- Active After School Hours Care
- Community Relations Committee (Parents and Friends Association)
- eSmart (Cybersafety)
- Stride Leadership program (Year 5)
- Choir / Band
- Music Programs – Guitar and Keyboard
- Harmony Day and
- Chinese Cultural Week celebrations

Element 3:	RIGHTS AND RESPONSIBILITIES
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It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective

learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Students are better prepared for learning when they are healthy, safe and happy. We aim to have a safe, supportive and stimulating school environment where:

- Everyone has the right to feel safe
- Everyone has the right to learn
- Teachers have the right to teach
- Parents, the school and broader community work together to enhance student wellbeing.

STAFF RIGHTS AND RESPONSIBILITIES

- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying)
- To work in a healthy, safe and non-discriminatory environment
- To work effectively in a supportive, safe and stimulating environment
- To pursue professional development
- To respond when students experience difficulty with their schooling
- To treat all students, staff and parents with respect, courtesy, dignity and fairness
- To teach appropriate curriculum, content and follow school and department policy and procedures
- To be positive role models at school and in the community
- To respect privacy and confidentiality in relation to all community members
- To work collaboratively with colleagues and share expertise and knowledge in a variety of collaborative contexts
- To work in partnership with parents, carers and members of the wider school community and maintain a professional relationship at all times
- To behave and dress in an appropriate and professional manner
- To promote a positive image of the school in the community

N.B. ~ it is the responsibility of teachers to uphold the values and principles of the VIT Code of Conduct and Code of Ethics and Teachings Standards of Professional Practice. (www.vit.vic.edu.au)

STUDENT RIGHTS AND RESPONSIBILITIES

- To be provided with the opportunities to reach their full potential
- To work in a healthy, safe and non-discriminatory environment
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance
- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification
- To have specific needs addressed
- To respect privacy and confidentiality in relation to all community members
- To be responsible learners and assist in the creation of a safe learning environment
- To be positive and enthusiastic members of the school community
- To follow class and school rules

- To respect own and school property
- To value the opinions of others and treat all members of the school community with respect
- To face the consequences of his / her action and focus on making things right or redressing damage

PARENT RIGHTS AND RESPONSIBILITIES

- To be informed about student behaviour and consequences – both positive and negative
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying)
- To be active partners in the learning and development of their children
- To support the school in maintaining a safe and respectful learning environment for all students
- To positively support class/school behaviour expectations
- To ensure students are punctual to class and attend school regularly
- To support the school's dress code
- To promote a positive image of the school in the community
- To respect privacy and confidentiality

STUDENTS WITH DISABILITIES & IMPAIRMENTS

All students, including students with a disability, should be treated with dignity and enjoy the benefits of education in a supportive environment, which values and encourages participation by all students, including the students with a disability.

Glen Waverley has a high number of students enrolled under the PSD program with an equally large number of students with special needs. All these students have access to an engaging, age-appropriate curriculum supported by an individual Positive Support Plan, regular Student Support Group meetings, Para-professionals (Speech / O.T. / Guidance Officer) passionate and caring Education Support Officers and highly skilled and understanding teachers.

BULLYING AND CYBERBULLYING

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. This supports the Charter of Human Rights and Responsibilities Act 2006 which outlines the basic human rights of all Victorians, including the right to recognition and equality, freedom from discrimination, cultural rights and right to protection of families and children. Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

Bullying and harassment in any of its forms will not be tolerated at Glen Waverley Primary School.

One of the most common forms of violence in the lives of children is bullying. In Australia it affects approximately one student in every four. Bullying can have a devastating effect on a child. In addition, children who portray bullying behaviours are more likely to commit anti-social behaviour and criminal acts.

By definition, bullying is when someone or a group of people, who have more power at the time deliberately hurt or upset another person, their property, reputation or social acceptance on more than one occasion.

Glen Waverley Primary School maintains a **zero tolerance policy** to the bullying of students and staff. As a consequence, it is the responsibility of staff, students and parents to work together in an attempt to eliminate it from the school. This will only occur if we treat the matter as a curriculum issue and take a whole school approach. We aim to teach social skills and confident behaviours to students. Parents also need to be involved in supporting school programs and when needed, to attend meetings and support disciplinary action which may result from student actions. Students, staff and parents must promote an anti-bullying atmosphere in the school and an attitude that it is okay to tell parents and teachers if you are being bullied or witness bullying. To achieve this, we are encouraging students to take an active role in eliminating bullying. Therefore reports will not be dismissed as telling tales but will be acted upon.

Staff supervise the yard duty areas, interacting with students, looking for “hot spots” and diffusing situations when they arise. They in conjunction with the Year 6 Peer Mediators are a proactive means of reducing issues in the school yard.

Multimedia technologies have created new domains in which young people learn and interact. Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be an effective way to learn and a great way to communicate. Unfortunately some people use this technology to bully others by sending threatening or unwanted messages or spreading nasty rumours. This is called Cyber Bullying.

Glen Waverley Primary School is an eSmart School. **eSmart** is an initiative of The Alannah and Madeline Foundation, is a behaviour-change initiative designed to improve cybersafety and deal with cyberbullying and bullying. The curriculum will include anti-bullying messages and strategies in line with current DEECD materials e.g. ‘The Friendly Schools’ and ‘No Blame Approach to Bullying’ programs. Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

At school we have excellent filters in place both through the Education Department and via our own service provider. We often discuss the correct use of computers and the rules for student use of computers and the network at our school. It is important that parents do the same and ensure that their children are safe when using the computer. The Federal Government has an information web site about this issue at www.netalert.com.au. All students and parents sign an Internet Agreement at the commencement of each year and this has consequences for inappropriate use. Through eSmart we use an online template to record and monitor all incidents of bullying and inappropriate behaviour. The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

DEECD links which are connected with this policy are:

- DEECD's Effective Schools are Engaging Schools: Student Engagement Policy Guidelines
- DEECD's Safe Schools are Effective School's
- DEECD's Student Engagement Policy Guidelines
- The school's Internet Use Policy (re cyber-bullying)
- DEECD's Respectful Schools

Section 4: SHARED EXPECTATIONS

Glen Waverley Primary School has a real sense of community and each of our children is considered an individual to be valued, known and cared for by all staff.

Our school is a 'learning community' based on shared expectations and values, so that all children, staff and parents work in harmony to realise our vision. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

EXPECTATIONS OF TEACHERS

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that caters for individual differences with the school's whole school teaching and learning approaches
- Maintain high expectations of every student, recognising and developing each students abilities, skills and talents
- Maintain a safe and challenging learning environment within their own classroom and across the school
- Develop positive and meaningful relationships with and between students that promote engagement, wellbeing and learning
- Maintain a commitment to pursue professional learning and become lifelong learners
- Provide support to each other and work as a team
- Communicate and consult with parents, students and each other in a timely, understandable and sensitive manner; to provide feedback about their child's progress
- Maintain professional standards of behaviour in accordance with the VIT Code of Conduct, Code of Ethics and Standards of Professional Practice
- To work in partnership with parents to support the learning and development of their child / children, respecting cultural diversity
- To be consistent, caring and well prepared
- To provide opportunities for students to take responsibility for their own learning and actions
- To be trustworthy and maintain confidentiality
- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community (refer to Element 3)

EXPECTATIONS OF STUDENTS

- Display a positive and enthusiastic attitude to learning
- Respect individual differences (abilities; race; gender) in others
- Respect their own property, the property of others and the property of the school
- Participate fully in the school's educational program and to attend regularly
- To display positive behaviours that demonstrates respect for themselves, their peers, their teachers and all other members of the school community as indicated in the school's Student Code of Conduct
- To promote themselves and Glen Waverley Primary School in a positive way in the wider community
- To do their best at all times
- To be trustworthy and maintain confidentiality
- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community (refer to Element 3)

EXPECTATIONS OF EDUCATION SUPPORT STAFF

- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community (refer to Element 3)
- To be flexible and reliable
- To be trustworthy and maintain confidentiality with teachers, parents, external support personnel
- To work in partnership with parents and the classroom teacher to support the learning and development of their child / children
- To participate in professional learning opportunities
- To be approachable and caring
- To have an understanding of the required class learning tasks, integrating the student with peers as much as possible
- To have an awareness and understanding of each child's background, disability, abilities and specific needs
- To display respect and dignity towards the student

EXPECTATIONS OF SCHOOL SUPPORT SERVICES OFFICERS

School Support Services Officers (SSSO's) refer to paraprofessionals employed by the DEECD who assist schools and families with the social, emotional and academic progress of students. Typically SSSO's are Educational Psychologists, Speech Pathologists, Social Workers and Occupational Therapists. Although they are employed externally, they still have obligations and expectations at Glen Waverley Primary School, such as:

- To complete all assessments in a professional and timely manner
- To liaise with senior school personnel, staff and parents in a professional manner
- To complete all Program for Students with Disabilities (PSD) applications diligently and at a very high level
- To implement high level programs which directly address the learning needs of individual children
- To work in partnership with parents and the classroom teacher to support the learning and development of their child / children
- To participate in professional learning opportunities
- To be approachable and caring
- To have an understanding of the required class learning tasks, integrating the student with peers as much as possible
- To have an awareness and understanding of each child's background, disability, abilities and specific needs
- To display respect and dignity towards the student Develop positive and meaningful relationships with and between students that promote engagement, wellbeing and learning

EXPECTATIONS OF THE PRINCIPAL

- To have an awareness and uphold and respect the rights and responsibilities of all groups within our school community (refer to Element 3)
- Provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Involve staff, students / parents in decision making processes
- Model Instructional Leadership and pursue and participate in professional learning opportunities
- Be positive, supportive and approachable and communicate effectively with staff, students, parents and the wider community
- Keep abreast of DEECD initiatives, trends and goals and share these with all staff
- Work to create an environment which promotes mutual respect
- Make decisions in the best interests of the students and school as a whole
- To listen and act on the views and concerns of the school community when appropriate and necessary
- To be trustworthy and maintain confidentiality
- To positively promote all aspects of the school in the wider community

EXPECTATIONS OF PARENTS / COMMUNITY

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress
- Be a positive and active member of the school community
- Work with teachers and support staff to achieve best possible learning outcomes for their child / children
- To respond to all communications from the school both written and verbal (notices; newsletters; phone calls)
- To keep the school informed of any medical, emotional or specific situations that may impact on their child's learning / behaviour at school
- To show respect towards all members of the school community
- To be trustworthy and maintain confidentiality
- To support their child's learning through ensuring regular attendance and punctuality

Element 5: SCHOOL ACTIONS AND CONSEQUENCES

Students are better prepared for learning when they are healthy, safe and happy; therefore, student welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare.

At Glen Waverley Primary School there is a focus on the dignity of the child with the building of relationships, a sense of belonging and connectedness to school, fostering student empowerment and building student resilience.

Student engagement and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualised support. Strategies and practices which reward and reinforce student achievement and positive behaviour are embedded across the school.

Our school policy recognises the four levels of activity described in the "Framework for Student Support Services" in Victorian Government Schools and will implement procedures to develop the resilient child through Primary Prevention, Early Intervention, Intervention and Postvention. The emphasis will be on primary prevention and early intervention as the most effective means of enhancing the resilience of young people.

Glen Waverley Primary School acknowledges children who meet shared expectations through recognition and encouragement as listed under Logical Consequences. When students do meet our shared expectations, a staged response is implemented as described under Logical Consequences below. This is to be implemented using the restorative approach as described in the Whole School Prevention Statement. Corporal punishment is not permitted. The restorative approach is used to address student behaviour to:

- Re-establish significant relationships
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

Consequences for Appropriate Behaviour

- Certificates of Success (Student of the Week) award
- Kiwanis Club, Terrific Kids program
- Principal Learning Award
- Celebration assemblies
- Recognition through newsletter
- Leadership opportunities
- Local newspaper coverage
- Classroom merit awards
- Verbal praise
- Stickers
- House Points

Consequences for Inappropriate Behaviour

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response that has a prevention and early intervention, data based focus:

- Talking to the student and referring them to the shared expectations
- Discussing appropriate behaviours in the classroom through Circle Time
- Monitoring and keeping anecdotal records of misbehaviour in GradeXpert
- Contact with parents
- Implement restorative practices
- Developing individualised flexible learning, behaviour or attendance plans
- Action to make it right agreed to (may include community service)
- Counselling; referral to social worker; Psychologist; Chaplain
- Withdrawal of privileges
- Withdraw student temporarily from class
- Formal in-school suspension
- Hold Student Support group meetings
- Negotiate alternative pathways or settings for the student; or as a matter of last resort, suspension or expulsion (*Ministerial Order 184, Procedures for Suspension and Expulsion –has reduced the maximum length of suspension from 10 to 5 school days. In addition, the number of school days a student can be suspended in a school year has been reduced from 20 to 15 days*)
- **Corporal Punishment is not permitted.**

Attendance

Student attendance is the responsibility of everyone in the community. At Glen Waverley Primary School we monitor, communicate and implement strategies to improve regular school attendance through:

1. Articulating high expectations to all members of the school community

- Clear written and verbal statements made regularly to parents/carers and students about school and community attendance expectations. Promotion of awareness that absence results in quantifiable lost learning time and opportunities – using It's Not Okay To Be Away materials
- Whole-school modelling of punctuality

2. Adopting consistent, rigorous procedures to monitor and record student absence :

- Following up student absences promptly and consistently

3. Providing early identification of and supportive intervention for students at risk of non-attendance

- Individual Student Learning Plans, including attendance and punctuality goals
- Formal procedures for supporting the learning of a student absent for an extended period
- Understanding of the causal factors of absence, and the need for targeted interventions
- Positive and flexible support and follow-up with students on their return to school, including the use of Return to School Plans and modification of learning outcomes where required
- Referring of individual students and parents/carers to community agencies for additional support

4. Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning

- Implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school
- Class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
- Structures and activities encouraging parents/carers' involvement in the life of the school
- Collaborative and cooperative programs with other schools, community groups and agencies.

Element 5 of the Student Engagement Guidelines provides support materials that include proformas and brochures. See Appendix.

Related School Policies

- Anti-Bullying Policy
- Sunsmart Policy
- Anaphylaxis Policy
- Internet User's Agreement
- Information & Communications Technology Policy
- Privacy Policy
- Drug Education Policy
- Mobile Phone Policy
- First Aid Policy
- Head Lice Policy
- Yard Duty Policy

APPENDIX

Explanation of Programs and Strategies which Promote Student Engagement:

You Can Do It!:

You Can Do It (YCDI's) is the school's main social emotional learning program where its main purpose is to support communities, schools, and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people. Its' unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

YCDI's mission is realised through the following beliefs and actions:

- YCDI's focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- As a strength-building approach, YCDI also seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people, including positive, caring relationships with young people, providing for their safety, high expectations for achievement and behaviour, involving young people in decision-making and providing them with special responsibility, accommodating young people's interests, communicating and modelling of social and emotional capabilities including values and resilience, and a high quality academic program that provides young people with multiple opportunities for success.
- At Glen Waverley Primary School all students are explicitly taught the five You Can Do It principles and there is a common language across the school which is reflected in classrooms, school awards and curriculum units. Teachers are provided with an extensive scope and sequence program and clear expectations pertaining to this whole school approach to student emotional learning.

The 5 Keys of YCDI! Education

The core purpose is the development of young people's social and emotional capabilities, including:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.

In conjunction with the 5 YCDI principles, the children are also taught the **12 Ways of Thinking** which are:

1. Accepting Myself
2. Taking Risks
3. Being Independent
4. I Can Do It
5. Giving Effort
6. Working Tough
7. Setting Goals
8. Planning My Time
9. Being Tolerant of Others
10. Thinking First
11. Playing by the Rules, and
12. Social Responsibility

Restorative Practice:

The restorative practice approach emphasises personal responsibility and accountability for actions and behaviours, as well as for the solutions to those actions and behaviours. It requires a commitment to do one's best to implement the solutions and to change behaviour. The model also ensures that consequences are fair and appropriate. In using the restorative practice approach, we model and teach the processes to be used when there is a breakdown in relationships between students and work together on 'fixing' the problem.

The greatest benefit of this approach is that it provides a continuum of informal and formal strategies for teachers and students to use. The informal ones are used throughout the school on a daily basis as the need arises. They include class discussions, talking circles and individual or small group conferences which aim to solve any problem collaboratively. These sessions incorporate 'affective' questions and statements that focus on the behaviour, rather than the doer. They use 'relational questions' to draw out who was affected and how, and most importantly, what can be done to make things right. The more formal processes include restorative conferencing, mediation and meetings with all stakeholders. These are used much less often, but help immensely when any situation has become more serious.

Probably the most important aspect of restorative practice is that it focuses on all staff using a common language and process in relation to dealing with everyday, minor inappropriate behaviours, both in the classroom and in the playground. It enables us to teach students appropriate strategies for dealing with conflict. It empowers the participants to develop empathic listening skills and the personal responsibility for using strategies that will resolve the problem and renew the relationship. All teachers, students and parents know and understand the process. They know that any issue or problem will be discussed in a climate of mutual respect, and a fair and reasonable solution will be reached and agreed to by all.

Habits of Mind

A "Habit of Mind" means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known.

The 16 Habits of Mind include:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (Metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

"Friendly Kids, Friendly Classrooms"

Many children and young people who suffer abuse and/or neglect are at risk of either missing out on education or having negative school experiences which will have long term consequences for them and the community. Engagement with school is a critically positive for these children. A strong attachment to their school can provide a child with stability in an otherwise unstable world: offering relationships, maintaining friendships, providing positive and enjoyable learning opportunities and ultimately building resilience and hope. The "Friendly Kids, Friendly Classrooms" resource package provides teachers with additional learning tasks to address particularly classroom issues. This program is available for teachers to use as a means of supporting student emotional learning.

Peer Mediation Program

The Peer Mediation Program is an integral component of Glen Waverley Primary School's Student Wellbeing and Leadership Development programs. Year 6 students, who are not School, House or Curriculum Captains, are provided with the opportunity to train to be a Peer Mediator and are charged with the responsibility of assisting younger children, their peers and teachers with managing minor issues in the school yard.

Two Peer Mediator Captains are selected each year who are responsible for ensuring the children are rostered on each recess and luncheon break and also report any issues pertaining to the Peer Mediators to the teacher overseeing the program.

Lunchtime Activities and Clubs

We aim to have the students actively engaged in activities at lunchtime enabling them to develop strong friendships, good social skills while being engaged in enjoyable pastimes. Sports equipment can be borrowed from a classroom supply. Students also have the opportunity to participate in a host of additional learning and recreational tasks such as Chess, Sport, Dance classes, board games with the school's Chaplain etc.

Transition Programs

Kinder to Prep

Glen Waverley Primary School implements a five session Kindergarten to School Transition program. The aim of this program is to provide a smooth transition from kindergarten to school. Opportunities are provided for our impending students to experience different aspects of school life. Sessions are conducted by a variety of different teachers offering, a wide range of activities and where possible in different locations within the school. Activities include story time, art, music and science.

Transition within the school

At Glen Waverley Primary School, we experience a number of students commencing with us throughout the year hence we provide a comprehensive transition program. A whole school approach has been developed to assist new children and their respective families which include such tasks as:

- Photos placed on the welcome wall
- Buddy program for all new children
- Afternoon tea for all new families
- Welcome certificate for all new children including an information pack

In School Transition Day

In December each year the school provides all current and future (Year One to Six) students with the opportunity to spend an entire day with their following year's teacher. The aim of this day (commonly referred to the preceding year's day eg in 2014 it will be referred to as "2015 Day" are:

1. To provide all current Year Prep – Five students with a successful transition to their 2015 classes
2. To provide all new Year One to Five students with the opportunity to meet their 2015 class peers and teachers
3. To provide all current Year Prep – Five students with the opportunity to meet their 2015 class peers and teachers
4. To provide teachers with the opportunity to meet and develop an understanding of their 2015 class
5. To provide teachers with the opportunity to devise some initial class rules and expectations with their 2015 class
6. To provide teachers with the opportunity to conduct some "getting to know you" activities with their 2015 class

Year 6 to Year 7

At Glen Waverley Primary School our transition program helps prepare and support our exiting students and their families in making many important decisions such as selecting the most appropriate secondary setting in which their child will continue their education.

Early in the Year 6 year, families are advised of and regularly updated with information regarding open days and evenings of all Secondary Colleges within the local area. Our staff liaises between families and the schools of their choice, ensuring that each family is notified of secondary school offers for the following year.

As a primary school, we are very fortunate to share close ties with Glen Waverley Secondary College, our neighbourhood secondary school. Throughout the year, our Year 6's are invited to share with them, a variety of teaching and learning activities. We enjoy maintaining contact with our previous year's Year 6 students and take every opportunity to share their experiences of beginning Year 7, both at the beginning and end of this very exciting first year.

In December of each year our students are invited to attend an Orientation Day at the secondary school to which they have gained entry. Prior to this visit our Year 6 teachers meet with Year 7 Transition Coordinators, to exchange information and discuss individual needs of students they will be receiving.

Junior School Council

The Junior School Council (JSC) aims to engage students from Year 1 – 6 in leadership and community participation. The program encourages students to develop leadership skills, to take pride in and foster school and community connectedness. Under the guidance of teachers and the Community Relations Committee (CRC), students have taken part in the organisation and advertisement of school projects. These projects include, 'Footy Day', raising money for our Sponsored Child (Deganta in Bangladesh) and other worthwhile causes. As a class representative, students are also responsible for voicing the opinions and ideas of their classmates at regular meetings.

School Chaplaincy

The school employs a School Chaplain through a partnership formed with Access Ministries for two full days per week. The Chaplain takes part in various social emotional learning programs which have clear links with the "You Can Do It" and "Friendly Kids, Friendly Classrooms" programs. The Chaplain also spends one lunchtime per week overseeing the lunchtime social skills program and contacts all new families within their first week at our school in order to ascertain how the child(ren) and the family have settled in to our school.

The Principal has delegated the management of the School Chaplain to the Assistant Principal who is responsible for overseeing all referrals and programs undertaken by the Chaplain.

Utilisation of Student Wellbeing Data

As a proactive and engaging school, we ensure the Year 5 and 6 children complete the annual Attitudes to School Survey. Once the results arrive, the staff analyse the data and make recommendations. This process involves the children.

The school has also recently developed a modified version of the Attitudes to School Survey which will be administered to the children in Years 3 and 4. Once again, this data is also analysed and disseminated to the children.

CAMP Australia - Out of School Hours Care & Active After School Communities

The school has outside school hour's program coordinated by Camp Australia. The program operates from 7:15 and to 8:45am and then from 3:30pm to 6:15pm each day and is accredited through the National Standards.

The children are provided with healthy food, a variety of physical and passive activities as well as time to complete home learning if necessary. They have their own facility within the school with access to the hall, art room, library and the playground areas.

One afternoon each week the students can take part in a free sporting program as part of the Active After School Communities program. Students are provided breakfast before school and sandwiches and fruit for afternoon tea.

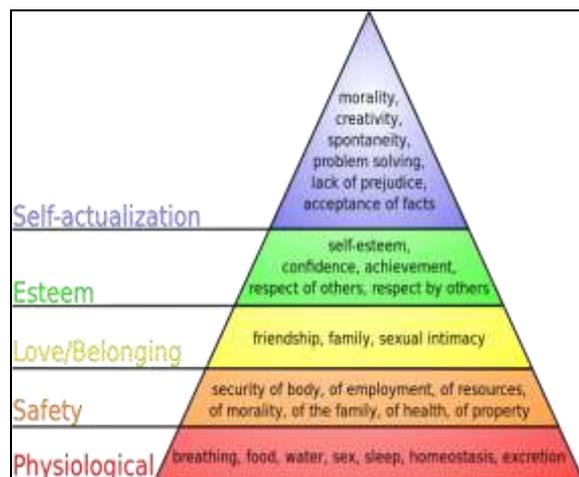
Camp Australia also implements the following programs on behalf of the school:

- Gap Care during the month of February for the Prep children
- Curriculum Day care and
- Vacation Care throughout the school holiday periods.

Community Relations Committee (CRC)

Parents and Staff form an active partnership at Glen Waverley Primary School. Our Community Relations Committee (CRC) is an integral part of our school community and exists through the goodwill and commitment of parents and friends of the school. The CRC plays a key role in developing quality relationships that underpin a true sense of community, as they work with other parents, students and staff to provide support in different ways for our school. The involvement of the Glen Waverley CRC supports the delivery of quality learning programs, the promotion of a caring school community and raising funds for much needed resources and facilities. The Community Relations Committee (CRC) involves volunteers to support or organise various fundraising activities throughout the year. Involvement in class programs, special events, fundraising and grounds maintenance is a positive and appreciated way to be an active member of our school community.

Whole School Buddy Program



Maslow's Hierarchy of Needs (depicted above) clearly depicts the intrinsic needs of humans. This model is a driving force behind many of the programs mentioned in this policy and links directly into the school's Whole School Buddy program. In this program, all of the children are provided with a buddy in the following format:

Year Prep with a Year 3 child

Year 1 with a Year 4 child

Year 2 with a Year 5 child

Year 3 with a Year 6 child.

Each year classes are paired and are expected to undertake joint learning tasks at least once per month.

The above program provides the children with a buddy throughout the entire primary school years.

Future Plans

The engagement and wellbeing of the Glen Waverley Primary School students is an ongoing and evolving process which must be carefully planned, managed and developed over time. A recent innovation will be to involve the students in curriculum planning days. As a staff we recognise that our highly capable children are capable of providing us with immense feedback and suggestions as to how to make their school even better.

DEECD Templates & Proformas

Appendix 1: Individual Learning Plan Template

Appendix 2: Staged Response checklist

Appendix 6: Student Absence Learning Plan template

Appendix 7: Attendance Improvement Plan or Return to School Plan template

Appendix 9: Student Attendance Checklist

Appendix 13: Notice of Suspension proforma

Appendix 15: Notice of Expulsion proforma

Appendix 16: Expulsion Report proforma

Appendix 18: Expulsion Appeal proforma

Appendix 19: Expulsion Review Panel Report

- Parent/Carer Fact Sheet
- Student Fact Sheet
- Procedures for expulsion

References:

School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm http://www.officefordisability.vic.gov.au/bar_none_kit_for_schools.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
Calmer Classrooms	http://www.ocsc.vic.gov.au/downloads/calmer_classrooms.pdf
Kids Matter	http://www.kidsmatter.edu.au/resources/programs-guide/
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

EVALUATION

This policy will be reviewed in accordance with the Glen Waverley Primary School Policy Review Timeline more often if necessary due to changes in regulations or circumstances.

Due Date for Review

This policy is due for review in September 2015.