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Our Student Engagement and Well Being Policy has been developed by members of School Council. This includes both parent and DET representatives.

The purpose of this policy is to ensure 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.

Greenhills 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.

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.

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POLICY

1. School Profile

Greenhills Primary School is located in the outer northern suburb of Greensborough, tucked away in a wonderfully quiet residential cul-de-sac. We have an enrollment of 500+ students with the majority of our students residing in the immediate locality. Our school's high profile of education excellence has led to many families to choose Greenhills Primary School for their children. Our school is the hub of a wonderful family-based community. A close relationship is fostered between the school, parents and the wider school community. This is encouraged by an "open-door" policy where families are invited to participate actively in all aspects of school life.



Greenhills is committed to providing a safe, stimulating and secure learning environment where all students, no matter their gender, ability, culture or circumstances are able to experience a comprehensive curriculum so they are able to reach their full potential. As we endeavor to foster young people who are well-rounded, resilient and confident, as well as flexible, responsible and creative students - preparing them to meet the challenges of a society where knowledge is highly valued and constantly changing.

We recognise that young people need knowledge and a broad range of social, personal and thinking skills to be successful. They need to develop the capacities to manage themselves as individuals and in relation to others, understand the world in which they live, and act positively in that world.

2. School values, philosophy and vision

Our school vision is that Greenhills Primary School will be curious, creative, open to challenge and have a positive impact on all members of our community. Our School values are Grit, Respect, Effort, Adventure and Teamwork which are discussed and lived throughout our school.

3. Engagement strategies

- 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
- 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
- deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Greenhills Primary School use a whole school instructional model 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 Greenhills 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
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents 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
- 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 and Peer Support Groups. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Buddy Program, House event such as athletics, music programs, choirs and student action team programs.



- All students are welcome to self-refer to the Assistant Principal 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
- programs, incursions and excursions developed to address issue specific behaviour e.g. cybersafety
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs.

Targeted

- Pro-social behaviours are promoted through programs such as our school based Greenhills is G.R.E.A.T values and well-being program.
- Student Led Conferences (Student, Parent and Teacher) provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for future learning.
- Student Leadership programs such as: Junior School Council, House Captains and other roles of responsibility provide opportunities for students to influence change within the school community.
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the schools programs such as assisting in the classroom, on excursions and at school events.
- Intervening early to identify/respond to student needs for social and emotional support.
- Recognising and responding to the diverse needs of our students through the PSD Support program.
- Whole school approach to student discipline and well-being to encourage engagement; build pride, respect and responsibility.
- A strong focus on literacy and numeracy improvement strategies for all children implemented as part of the continuous school improvement agenda.
- Professional learning, teachers sharing in teams and across the school is given high priority to ensure effective strategies and approaches are adopted and implemented across the school.

Individual

Greenhills 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 student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support 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 council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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 Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Greenhills Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The 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
- self-referrals or referrals from peers

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.

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



WHOLE SCHOOL RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
To be free of harassment	<ul style="list-style-type: none"> To ensure others are not harassed.
To receive support in difficult situations from the school community	<ul style="list-style-type: none"> To provide support to each other.
To be valued and treated with respect	<ul style="list-style-type: none"> Build positive relationships with the school community.

Students

Rights	Responsibilities
To work and play without interference	<ul style="list-style-type: none"> To allow others to work and play without interference. To report bullying and cyberbullying to an adult.
To be treated fairly and courteously	<ul style="list-style-type: none"> To be polite, courteous and well mannered.
To learn in a secure environment	<ul style="list-style-type: none"> To allow others to learn.

Staff

Rights	Responsibilities
To be treated with respect by students, parents and peers	<ul style="list-style-type: none"> To treat students in a way that develops positive self-esteem.
To expect students to follow the Engagement Guidelines	<ul style="list-style-type: none"> To follow the Engagement Guidelines. To use the whole school staged approach to discipline consistently with all students. To provide a Duty of Care to students.
To expect students to learn	<ul style="list-style-type: none"> To assist students to learn. To provide an inclusive and differentiated curriculum.
To provide an inclusive and differentiated curriculum	<ul style="list-style-type: none"> To ensure all students achieve success. To communicate student progress to parents regularly as outlined by DEECD or, in a timely manner where issues regarding student learning may be apparent.



Parents

Rights	Responsibilities
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	<ul style="list-style-type: none"> Ensure students attend school and have the appropriate learning materials and attitude.
To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident	<ul style="list-style-type: none"> Promote respectful relationships and to work with the school to come to a positive resolution.
To be treated with respect by students, teachers and staff.	<ul style="list-style-type: none"> To communicate positively with all members of the school community and to treat all other students, parents and teachers in a respectful manner at all

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 our school's Bullying policy.

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

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 Assistant Principal or Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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



7. Engaging with families

Greenhills 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 have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communications Plan.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Greenhills 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
- parent survey
- case management
- CASES21
- SOCS

REVIEW CYCLE

The Greenhills Primary School Student Engagement & Wellbeing Policy will be reviewed as per School Council Policy and School Council will evaluate its relevance in line with DET expectations as represented by parent members on School Council.



APPENDIX

Curriculum Planning Guidelines – DET

<http://www.education.vic.gov.au/studentlearning/curriculum/preptoyear10/guidelines/default.htm>

School Policy and Advisory Guide – DET - Suspensions

<http://www.education.vic.gov.au/management/governance/spag/participation/engagement/suspensions.htm>

School Policy and Advisory Guide – DET - Expulsions

<http://www.education.vic.gov.au/management/governance/spag/participation/engagement/expulsions.htm>

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/SEGProcedures_for_Expulsion.pdf

School Life - DET - Discipline

<http://www.education.vic.gov.au/aboutschool/lifeatschool/discipline.htm>

Ministerial Order – Suspension and Expulsion

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>