



GLENROY WEST PRIMARY SCHOOL STUDENT ENGAGEMENT & WELLBEING POLICY/AGREEMENTS

INSPIRE GROW ACHIEVE

A SAFE AND HAPPY PLACE FOR EVERYONE

At Glenroy West Primary School we aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs.

To improve student engagement and wellbeing Glenroy West Primary School has focused on and implemented the following initiatives:

- Promoting “It’s Not OK to be Away” approach and monitoring student attendance regularly by following student absenteeism through the teachers and Principal
- Constructing and implementing essential agreements, rights and responsibilities and consequences in all areas of the school between teachers and students
- Developing, where appropriate student behaviour plans
- Developing, where appropriate individual learning plans
- Developing a learning community structure to support all year levels

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Actively teaching students at Glenroy West Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Rights and Responsibilities of Students:

Rights

Students have a right to:

- Feel safe and secure without experiencing any level of intimidation, bullying (including cyber bullying) or harassment
- Rich and rigorous teaching and learning experiences in an engaging environment which foster lifelong learning
- Fully develop their talents and interests with confidence
- A differentiated curriculum that meets every individual student’s needs to become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

Responsibilities

Students have a responsibility to:

- Take charge of their own learning (with support) using goal setting processes
- Do their best
- Take action
- Be lifelong learners
- Attend school on a regular basis
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- Demonstrate respect for the rights of others, including the right to learn
- As students, progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community

Rights and Responsibilities of Teachers:

Rights

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for those students
- A respectful, safe environment in which to teach

Responsibilities

Teachers have a responsibility to:

- Fairly, reasonably and consistently, implement all school policies including the engagement policy
- 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
- Use a range of teaching strategies and resources to engage students in effective learning
- Work co-operatively with parents to support student learning
- Work collaboratively with professional learning teams

Rights and Responsibilities of Parents/carers

Rights

- Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

Responsibilities

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours
- Work in partnership with the school to enhance the learning outcomes and support the wellbeing and conduct of their child
- Ensure their child's regular attendance
- Engage in regular and constructive communication with school staff regarding their child's learning
- Support the school in maintaining a safe and respectful learning environment for all students
- Interact with all staff and other parents in a constructive, respectful manner
- Take student related issues to staff members
- Act appropriately on Department premises and ensure that personal behaviour does not contribute to inappropriate conduct of others
- Be aware that threatening behaviour and harassment of staff or students is unacceptable
- Respect and comply with reasonable requests or directions of the principal or other members of staff
- Support all school policies and procedures

SCHOOL ACTIONS AND CONSEQUENCES

All students have a right to feel safe, secure and included. The school seeks to ensure that all students are expected to take responsibility for their own actions and the resulting consequences. To achieve this, student behaviour is managed through a consistent and fair approach both in the classroom and out in the playground. The management of everyday student behaviour is documented in this plan.

Through this whole school approach to student behaviour management, the school provides an environment whereby students:

- Have strong influence and input into their learning experiences
- Behave appropriately when learning and playing
- Possess positive self-esteem
- Demonstrate self-discipline
- Understand the consequences for both good and poor behaviour

Support offered across the school for all grade levels includes:

- ES Staff
- DET Support services- Psychologist, Speech therapist, Visiting teacher services, Western language school, State Schools Relief and school nursing service.

SELF DISCIPLINE AND RESPONSIBILITY

At Glenroy West Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:

- Encouraging understanding and awareness of the agreements and school's Mission statement
- Celebrating success and rewarding positive achievements to improve self-esteem. e.g. assembly, newsletter, notes home, portfolios, three way conferences
- Encouraging the interpersonal social skills between children by promoting the school motto
- Encouraging friendships and positive relationships between all students
- Encouraging children to accept responsibility for their actions through a range of strategies such as implementing the 'You CAN Do it program' with the vision to implement the program
- Providing a curriculum that is personalised and engaging
- Providing a year 5/6 Leadership program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school
- Training for year 6 students in the art of conflict resolution by providing them with training and support with the Peer Mediation program
- Providing a differentiated curriculum across the school using goal setting
- Providing children with the skills needed to solve problems
- Providing programs which cater for the 'Thinking Skills' of students such as 'De Bono's Six Thinking Hats' and 'Direct Attention Thinking Tools.'
- Providing Individual Learning Plans that are supported by parents for students who are experiencing difficulties at a class level
- Providing students who are experiencing significant difficulties with outside agency support.

Diversity in the school community

Glenroy West Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.

Children who abuse/swear abusively or their behaviour is dangerous to themselves or other, parent/s will be contacted immediately-children will be excluded from school until they can re-enter complying with the school rules.

Although these are **general guidelines, flexibility within the discipline procedures for individual students across the school may be necessary** in order to cater for children's emotional and social needs.

Evaluation:

This policy will be reviewed as part of the school's three-year review process.

This policy was ratified by School Council on the 25th May 2015

The policy will be next reviewed 2018