



# Student Engagement and Wellbeing Policy

## **Purpose:**

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 of 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 behaviours

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.

## **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. Glen Waverley Primary School is committed to the safety, participation and empowerment of all children in line with the Department of Education & Training's (DET) policy, the UN Convention on the Rights of the Child and the Victorian Child Safe Standards

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 staff member is a vital source of support and a determinant in the success of their students. The staff members 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 staff and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- support, 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.
- promote active student participation and provide students with a sense of ownership of their environment.
- support families to engage in their child's learning and build their capacity as active learners.
- establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- have processes in place to identify and respond to individual students who require additional assistance and support.
- 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.
- develop curriculum to include pro-social values and behaviour, enabling students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

<b>Element 1:</b>	<b>SCHOOL PROFILE STATEMENT</b>
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### Unique Features of Our School

Glen Waverley Primary School is committed to continuous improvement and excellence in all aspects of learning and teaching. We have a reputation for high academic achievement, and



# Glen Waverley Primary School

Established 1960

774 High Street Road Glen Waverley, VIC 3150

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INTEGRITY. INITIATIVE. RESPECT.  
GLOBAL EMPATHY.



we are proud of the achievements of our industrious, respectful students who are supported by our families that value education highly.

The school is currently part of the Monash Network of Schools in the North Eastern Metropolitan Region, and a member of the Council of International Schools. Enrolments have stabilised over the past four years and the Department of Education and Training (DET) are expecting enrolments to remain around 900 students.

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.. English is an additional language for 85% of our students and our Language Background other than English (LBOTE) is approximately 98%. The proportion of students with a Language Background Other Than English is significant (98%) and represents 27 different nationalities. 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 Student Resource Package (SRP) funding.

Glen Waverley Primary School is a very popular and highly sought after school. We are very proud of the marvellous support from our local school community and various partners. Confidence in the school and what we provide is high and the education of the children is viewed as a partnership. However, as with all schools we also have a number of challenges, changes and improvements which we will need to address.

As a school we value diversity in all its forms. We want our students to understand and contribute to this diversity. At the same time we want our students to benefit from belonging to a global community. This too brings another level of complexity as the vast majority of our students (98%) have a LBOTE and approximately 74.34% speak a language other than English at home.. Hence our English On-Line data (Prep/Foundation Assessment tool used at the beginning of the school year) is usually below the State mean, rapidly increasing to surpass the state mean by the end of the children's first year of school. This means we must remain aware of the needs of children who are learning EAL and their families.

Being a member of the Council of International Schools has prompted rich reflection of our current guiding statements and vision. It has defined what it is to be a learner at Glen Waverley Primary School. Our Guiding Statements are as follows;

## **School Philosophy;**

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.

## **Our Mission:**

Glen Waverley Primary School develops lifelong global learners. We utilise research and a whole school approach, we pursue positivity, resilience and academic excellence. Partnerships with students, parents and the community are nurtured and collaboration integral. We will provide students with the knowledge, skills and attitudes to become critical thinkers and productive citizens of the world.

## **Our Vision:**

As global contributors, we are reflective, resourceful and engaged in a fulfilling life of learning, laughter and success.

## **Our Purpose:**

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.

**Achieve** personal fulfilment and a love of lifelong learning.

## **Our Motto:**

Dream, Believe, Achieve, Succeed.

## **Our Values:**

### **Integrity – being consistently honest and trustworthy.**

Having strong moral principles.

Truthful; honesty in one's actions and avoiding hypocrisy.

Intrinsic; internal standards and consistency.

Virtues; acting according to intrinsic values, beliefs and morals.

### **Respect – appreciating diversity and the worth of others.**

Courtesy; having regard and consideration for self and others. Fairness, kindness and sensitivity to self and others.

Mutual respect; treating others the way you wish to be treated.

Appreciation; understanding the value of self and those around you. Embracing each individual's worth, dignity and diversity.

Attentive; ready to learn and listen.

Encouraging; demonstrating support for the growth and development of others.

### **Initiative – accepting the challenge of new learning and pursuing excellence.**



As a learning community we strive to be self-motivated and pursue personal excellence in everything we do.

Personal Best; striving to maximise potential.

Motivation; the intrinsic desire to act. The ability to begin or follow through energetically with a plan or a task.

Being Proactive; taking action before it is necessary.

### **Global Empathy—The ability to understand the feelings of others and the consequences of our actions.**

Connectedness; As the way people come together and interact irrespective of similarities and differences.

Engagement; with lifelong learning, the world's community and the sustainability of our planet.

Embracing global citizenship and diversity.

The ability to view the world without boundaries.

Trans-National citizenship; Connected to more than one country.

Inclusive; not excluding anyone on the basis of gender, race, class, culture, religion, disability, etc.

### **Valuing interculturalism.**

In addition to these Guiding Statements, we have developed a whole school definition of Intercultural Education that complimented our Guiding Statements and was individual to our school and its unique cultural features. This definition is:

### **Intercultural Education**

**Intercultural Education at Glen Waverley Primary School;** As a member of the Council of International Schools, we deliver a curriculum where empathy, equality, open-mindedness, inclusiveness and respect are embedded within all learning areas, to develop strong individuals who take action to promote and defend these values as productive citizens of the world. This definition strongly reflects the commitment we have as a school to shape internationally minded (globally aware) students.

### **Our Learning Community**

***“At GWPS, we define high quality learning as the development of personalised and purposeful knowledge and skills that are transferable to a diverse range of contexts”.***

Glen Waverley Primary School has a Student Family Occupation index of 0.1272 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.



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The present school student population country of birth data suggests 65% of students were born in Australia, 10% in India, 7% in Sri Lanka and 7% in China and only 19% of students speak English at home. Hence, the school plays a prominent role in a culturally diverse community.

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.

Parents are openly welcomed into the school and participation and support has strengthened in recent times including the introduction of a Community Relations Committee (Parents & Friends). 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-curricular activities. The school offers a broad range of extra-curricular 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, four sets of playground equipment, and a landscaped central courtyard with sand pit and garden beds that was designed with student consultation. The classroom facilities are located across four main buildings, two cement brick clad LTC (light timber construction) design, each with a central corridor, several relocatable mod 5 buildings, one relocatable mod 10 building, a gymnasium, 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. A classroom for the purpose of teaching STEAM (science, technology, engineering, art and maths) has been installed by the school along with an additional meeting room. The Information and Communication Technology (ICT) footprint is substantial and flat screen televisions are installed in each of the classrooms.

<b>Element 2:</b>	<b>WHOLE SCHOOL PREVENTION STATEMENT</b>
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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.

## **Educating the Whole Child**

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
- Two week Induction Program which operates in February.
- Student Leadership program
- Targeted Student Learning Program (TSL)
- Tutoring and learning Initiative (TLI)
- Student awards
- Buddies
- Transition programs
- The Resilience Project
- Thinking Curriculum
- PMP
- Bi-annual School Concert
- Swimming Program
- Peer Mediation
- Prep Transition Sessions in the year prior to joining the school
- New Families support network for students joining throughout the year
- Junior School Council

Glen Waverley Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

*A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:*

### **Universal**

- *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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *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 including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Glen Waverley Primary School use the Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Glen Waverley 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 and School Philosophy 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 Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse Teaching and Learning Leaders,, 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*



- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

### Targeted

- *each year group has a Teaching and Learning Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture*
- *our English as an additional language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through a multitude of clubs, family chat groups support in class and targeted lessons to teach English in small groups or 1:1.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ+ Student Support](#) [insert any specific measures at your school to support LGBTIQ+ students]*
- *all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

### Individual

*Glen Waverley Primary School implements a range of strategies that support and promote individual engagement. These include:*

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with the 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*
  - *Re-engagement programs*

*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*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

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

- Speech Therapist
- Councillor
- Psychologist
- School Nurse
- OHSC

### **Promoting Student Attendance**

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, including punctuality 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:

- The Resilience Project
- 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; Robotics, etc
- Sustainability programs – JSC + Environment Captains
- Differentiated Curriculum & Inquiry Learning Approach
- Camps / Incursions/ Excursions / Swimming
- Strong Sports focus
- Productions ~ School Concert; Glen Waverley's Got Talent; State School Spectacular etc
- Whole school – UNSW; Music: Count Us In; etc
- Artist in Schools program
- Innovation programs – Art, Multimedia, Music and Maths, English, STEAM.
- Better Buddies
- Transition Programs
- Junior School Council x 3
- Active After School Hours Care
- Community Relations Committee (Parents and Friends Association)
- eSmart (Cybersafety)
- Stride Leadership program (Year 5)
- Choir / Band
- Music Programs – Guitar, Keyboard and Violin
- Harmony Day



- Chinese Cultural Week celebrations
- Chess, Coding, Robotics & Engineering
- Social skills-game club and lego club

### **Element 3: RIGHTS AND RESPONSIBILITIES**

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.*

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## **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

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 member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## **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

## ***Engaging with Parents***

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Community Relations Committee (CRC) in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy



- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

## **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 additional needs requiring reasonable adjustments. 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.

Glen Waverley Primary School will utilise the following information and tools to identify students in need to 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 schools 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

## **A ZERO-TOLERANCE APPROACH TO BULLYING**

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.**

Bullying can have a devastating effect on a child. In addition, research has shown that 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 DET 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](http://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.

## 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 student's 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 DET 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
- liaise with senior school personnel, staff and parents in a professional manner
- complete all Program for Students with Disabilities (PSD) applications diligently and at a very high level
- implement high level programs which directly address the learning needs of individual children
- work in partnership with parents and the classroom teacher to support the learning and development of their child / children
- participate in professional learning opportunities
- be approachable and caring
- have an understanding of the required class learning tasks, integrating the student with peers as much as possible



- have an awareness and understanding of each child's background, disability, abilities and specific needs
- 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 DET 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



## **CHILD SAFE EXPECTATIONS**

Glen Waverley Primary School is committed to the safety, participation and empowerment of all children. This policy is intended to empower children who are vital and active participants in our organisation. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular, we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

We have a zero tolerance approach towards child abuse, and all allegations and safety concerns will be treated very seriously and consistently within our robust policies and procedures.

Please refer to our [Commitment to Child Safety](#) document which outlines our moral, legal and ethical rights, responsibilities and obligations.

This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our Code of Conduct which specifies the standards of conduct required when working with children.

<b>Element 5:</b>	<b>SCHOOL ACTIONS AND CONSEQUENCES</b>
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*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
- 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;
- 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.**

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

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

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

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

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

## **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**



In a school with a culture of student-centred leadership, each and every one of our policies relates to and supports the Student Engagement and Wellbeing Policy. To access further related policies please visit:

GWPS School Policies @ <http://www.glenps.vic.edu.au/page/62/School-Policies>

## **FURTHER INFORMATION AND RESOURCES:**

The following Department of Education Policies are relevant to the Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out of Home Care
- Students with Disability
- LGBTIQ+ Student Support
- Behaviour- Students
- Suspensions
- Expulsions
- Restraint and Seclusion

## **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.

Glen Waverley 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, including attendance and absence data



This policy will be communicated to our school community in the following ways:

Available publicly on our school's website Included in staff induction processes:

- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions – Decision](#)

### **Due Date for Review**

This policy is due for review in November 2024.



## APPENDIX

### ***Explanation of Programs and Strategies which Promote Student Engagement:***

#### **The Resilience Project**

- **What it is:** The Resilience Project is a wellbeing program designed to help children (and adults) build mental resilience and emotional wellbeing. Based on positive psychology research, it focuses on teaching and practising key principles such as **Gratitude, Empathy, and Mindfulness (GEM)**. These simple, everyday strategies support a positive mindset and help students manage challenges, build healthy relationships, and improve their overall happiness.
- **Why it matters:** Through classroom lessons, activities, and reflection, students learn how to recognise and regulate their emotions, connect with others, and find joy in small moments. Families can support this learning at home through shared conversations, gratitude practices (like naming “3 things that went well today”), and mindfulness activities. By working together, schools and families can help children develop lifelong skills for emotional wellbeing.

#### **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 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

## **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 or, House 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, Social Games Club, etc. For more information, refer to:

<http://www.glenps.vic.edu.au/page/76/Extra-Curricular-Programs>

### **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 as the preceding year's day; for example in 2018 it will be referred to as "2019 Day" are:

1. To provide all current Year Prep – Five students with a successful transition
2. To provide all new Year One to Five students with the opportunity to meet their class peers and teachers
3. To provide teachers with the opportunity to meet and develop an understanding of their class
4. To provide teachers with the opportunity to devise some initial expectations with their class
5. To provide teachers with the opportunity to conduct some "getting to know you" learning tasks with their 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. As a class representative, students are also responsible for voicing the opinions and ideas of their classmates at regular meetings.

### **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 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 6:45am to 8:45am and then from 3:30pm to 6:30pm 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.



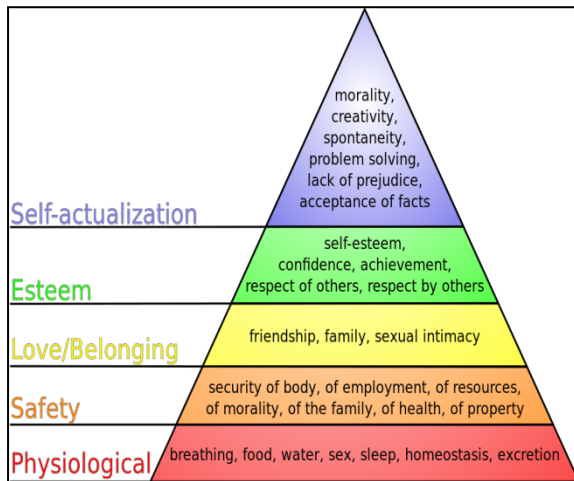
Camp Australia also implements the following programs on behalf of the school:

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



## ***DET 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	<a href="https://www.education.vic.gov.au/Documents/school/principals/management/thecompact.pdf">https://www.education.vic.gov.au/Documents/school/principals/management/thecompact.pdf</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="https://www2.education.vic.gov.au/pal/students-disability/policy#">https://www2.education.vic.gov.au/pal/students-disability/policy#</a> <a href="http://www.officefordisability.vic.gov.au/bar_none_kit_for_schools.htm">http://www.officefordisability.vic.gov.au/bar_none_kit_for_schools.htm</a>
Safe Schools	<a href="https://www.vic.gov.au/safe-schools">https://www.vic.gov.au/safe-schools</a>
Charter of Human Rights	<a href="https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006/014">https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006/014</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity	<a href="http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm</a> <a href="https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy">https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a> <a href="https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006/096">https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006/096</a>
Kids Matter	<a href="http://www.kidsmatter.edu.au/resources/programs-guide/">http://www.kidsmatter.edu.au/resources/programs-guide/</a>
VIT Teacher	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-</a>



# Glen Waverley Primary School

Established 1960

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INTEGRITY. INITIATIVE. RESPECT.  
GLOBAL EMPATHY.



Code of Conduct	<a href="#">2008.pdf</a>
Victorian Child Safe Standards	<a href="https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/">https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/</a>

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2025
Consultation	June 2025
Approved by	Principal
Next scheduled review date	May 2027