1. SCHOOL PROFILE

Westgrove Primary School is located in northwest Werribee. In 2011 Westgrove had 675 students supported by 54.9 EFT staff: 3 principal class, 43.9 teacher class and 11.0 education support staff. In 2011 the number of students from a language background other than English increased from 0.24% the previous year to 0.27%. The student family occupation density measure also increased from 0.61 to 0.64. Looking at the stability rate, which measures the transience of students between year 3 and 5, we note that the movement of students in and out of the school has increased.

In 2011 the school continued to employ a number of strategies to improve student learning in English and Mathematics. The introduction of the Getting Ready In Numeracy (GRIN) intervention program in year 3 was instrumental in improving student achievement in mathematics at this level. The school continued to commit resources to the in-school coaching program in mathematics and literacy to build the capacity of teachers to deliver quality programs. Teachers worked effectively in professional learning teams to examine student achievement data to drive focussed teaching.

Once again the mathematics results are showing pleasing improvement which indicates our strategies in this area are having a positive effect on student learning.

We have worked consistently on improving school attendance, monitoring and following up absences, rewarding good attendance and will continue to do so.
2. WHOLE-SCHOOL PREVENTION STATEMENT

At Westgrove PS it is our aim to create a safe and supportive environment for all members of the school community in order to facilitate maximum benefits from the school experience. This will be achieved by encouraging positive relationships and by providing programs that promote self discipline and logical consequences.

For us, as a school community, to be successful in these endeavours, the following programs, structures and processes are in place:

PROGRAMS

- 1 to 1 netbook program, Years 4, 5 & 6
- Literacy and numeracy programs that are differentiated to suit individual needs
- Buddy and peer tutoring programs
- Junior School Council, Years 3-6
- School leadership programs and School/ House captains
- You Can Do It social skills program incorporated into daily class programs
- Teacher mentoring and induction programs
- Transition programs for Year Prep and Year 6 students
- Enrichment activities – eg visual art, instrumental music, Junior Rock Eisteddfod, Hooptime basketball, choir, school band, art competitions, school camps, swimming programs, school concert, spelling competition, VPRLC, Maths Olympiad, lunch time activities, Book week, Arts morning, Science week activities, Literacy week, Health & PE week, Refugee week, Book Fair, sports clinics, excursions, incursions.
- Student led conferences – reporting to parents, years 2-6
- Every Day Counts – attendance certificates, newsletter items, parent contact
- Student roles of responsibility – Friday assembly, flag, bins, bike shed, School Captains student leadership program.
- Support programs eg Seasons for Growth, Drumbeat, Knowing & Growing, Behaviour Change, Positive Relationships
- Intervention programs – EAL, Literacy, Numeracy, GRIN
- Alternative lunch time activities

STRUCTURES

- Staff negotiated class groupings to minimise class sizes and catering for cohort needs
- Workable team level groups
- Use of ICT across the school as an interdisciplinary learning tool
- Staff Professional Learning
- Allocated literacy and numeracy coaches
- Weekly team planning allocation
- Team planning sessions each term
- Data driven planning and PLT’s
- Induction and mentoring programs
- Education Support staff placed strategically to maximise student outcomes
- Individual Learning Plans, Behaviour Management Plans and Student Support Group meetings for students deemed at risk or with additional needs
- Weekly newsletters and assemblies celebrating successes and showcasing achievements
- Community input and consultation when developing policies and making major decisions

PROCESSES

- Strategic response to addressing student absences
- Referral process to student services through Student Wellbeing co-ordinator
- Coaching for staff in literacy and numeracy
- Whole school response to inappropriate behaviours
3. RIGHTS AND RESPONSIBILITIES

All members of the Westgrove Primary School community have the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with fairness, equity and dignity.

- **Equal Opportunity**
  The *Equal Opportunity Act 1995* sets out the types of grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or age. (see Appendix A)

- **Bullying and harassment**
  **Definitions**
  *Harassment* is any verbal, physical or sexual conduct, including gestures, which is uninvited, unwelcome or offensive to a person.
  *Bullying* is an act of repeated aggression causing embarrassment, pain or discomfort to another person(s). It can take many forms: physical, verbal, gestures, intimidation or exclusion. It is an abuse of power.
  Examples of bullying are:
  - Publicly excluding someone from a group
  - Taking or breaking a person's property
  - Teasing a person because of their looks
  - Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
  *Cyberbullying* is a form of bullying which is carried out through an internet service such as email, online social networking or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images.
  Examples of cyber bullying are:
  - Teasing and being made fun of
  - Spreading rumours online
  - Sending unwanted messages
  - Defamation

Bullying in any form is contrary to the school's vision and will not be tolerated. (see Appendix B)

- **The Charter of Human Rights and Responsibilities Act 2006**
  The Charter outlines a vision of human rights for all Victorians. The Charter sets out a list of 20 rights that reflect the following four basic principles:
  - Freedom
  - Respect
  - Equality
  - Dignity

  The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider them when making decisions and delivering services.
  - The right not to be discriminated against
  - The right to privacy and reputation
  - The right to freedom of thought, conscience, religion and belief
  - Cultural rights

  It is important to understand that with human rights comes a responsibility to respect others human rights. (see Appendix C)
SHARED EXPECTATIONS
Expectations at Westgrove P.S. are based on the school’s vision, Westgrove students are RICH learners for life.
Respect built through supportive relationships
Innovation, the foundation for learning
Community working together
High expectations of all

and the core principles
Be respectful
Be safe
Be a learner

At Westgrove Primary

Students
• Attend school regularly and punctually
• Take responsibility for their work, actions and decisions
• Actively participate in their own learning
• Display positive attitude and behaviours
• Demonstrate respect for themselves and all other members of the school community

Parents/carers
• Ensure their child’s regular and punctual attendance at school
• Promote positive educational outcomes for their child by taking an active role in their child’s educational progress
• Model appropriate and positive behaviours, attitudes and language
• Support school programs, activities and decision making
• Communicate effectively with the school regarding their child's wellbeing and learning
• Support their child’s wellbeing by providing adequate nutrition, hygiene and clothing

Teachers
• Develop and provide appropriate curriculum that enables individual students to achieve success
• Demonstrate behaviours and attitudes that encompass staff trademarks
• Demonstrate inclusive teaching practices
• Carry out duties as specified
• Actively contribute to the whole school community
• Communicate effectively with all members of the school community
• Actively encourage parent participation

Principal class team
• Provide leadership to all members of the school community
• Communicate effectively with all members of the school community
• Demonstrate behaviours and attitudes that encompass staff trademarks
• Encourage parent participation
• Ensure that appropriate resources are made available to support effective teaching and learning
• Demonstrate and model inclusive practices

Student wellbeing and support staff
• Develop positive relationships with relevant members of the school community
• Demonstrate behaviours and attitudes that encompass staff trademarks
• Support students in their development – physical, emotional, social and educational
• Demonstrate trust and confidentiality
• Communicate effectively with all members of the school community
• Demonstrate and model inclusive practices
SCHOOL ACTIONS AND CONSEQUENCES

As a school which has taken on School Wide Positive Behaviour Support, Westgrove P.S. has developed processes and responses that focus on the following four key areas:

- Encouraging expected behaviours
- Teaching expected behaviours explicitly
- Discouraging inappropriate behaviours
- Using data to drive decision making about programs, processes and structures

Absences

- Prevention & Early intervention
  - Newsletter items encouraging attendance and outlining school expectations
  - Safe and supportive learning environments
  - Community recognition for expected levels of attendance
  - Certificates of attendance and monthly trophy presented
  - Consistent processes for monitoring attendance and absences
  - Use of data to inform decision making
- Consequences and staged response
  - Timely contact with parents regarding absences
  - Consistent follow up of attendance
  - Sensitive responses to individual and family circumstances in relation to absences
  - Development of a support group and a plan to help students to attend school

Inappropriate behaviours

- Prevention & Early intervention
  - Safe and supportive learning environments
  - Consistently recognising appropriate behaviours
  - Early communication with parents/caregivers
  - Consistent processes for dealing with inappropriate behaviours
  - Provision of programs, structure and processes as outlined in section 2
- Consequences and staged response may include:
  - Use of Restorative Justice processes
  - Withdrawal of privileges
  - Withdrawal from class
  - Detention
  - Convening of a support group
  - Involving community support agencies
  - Suspension
  - *Corporal punishment is not permitted*

This policy was last ratified by School Council on 14th October 2014

This policy will be reviewed as part of the school’s three-year review cycle in 2017.