

## Gulfview Heights Primary School- Student Well Being Operational Plan 2016-2018

**Key Objectives:**

1. Improve student attendance exceeding the DECD standard for all cohorts of students.
2. Implement the Safer DECD Schools Resource.
3. Promote Student Voice and student initiated learning.

Targets:	Key Strategies:	Evidence and Evaluation:
<ul style="list-style-type: none"> <li>• Exceed the DECD attendance rate annually. GHPS attendance in 2015 94.7%. DECD target 95% by the end of 2016.</li> <li>• Decrease unexplained absenteeism from 1.5%.</li> </ul>	<p><b>1. Attendance Improvement</b></p> <ul style="list-style-type: none"> <li>• Use site Attendance Improvement Plan to enhance current practices and provide direction for 'students at risk' due to inconsistent attendance.</li> <li>• Follow whole school flow chart for attendance and lateness procedures.</li> <li>• Consistent use of Attendance follow-up procedures.</li> <li>• Include parent awareness brochure in school enrolment packs.</li> <li>• Raise awareness- Newsletter 'snippets' to highlight detrimental effects of absenteeism and lateness on student learning.</li> <li>• Absenteeism data used to support the reporting process within interviews and student reports.</li> <li>• Identify and monitor students at risk regarding their attendance. CPSW, ACEO worker and Deputy Principal to provide family support.</li> </ul>	<ul style="list-style-type: none"> <li>• End of year Attendance data from Data Warehouse.</li> <li>• EDSAS enrolment/attendance data</li> <li>• Review of flow chart with staff.</li> </ul>
<ul style="list-style-type: none"> <li>• All teachers are trained and implement the Child Protection Curriculum using the recommended DECD overview.</li> <li>• Decrease of 5% in the number of bullying, harassment and violence instances.</li> <li>• The Year 6/7 Student Wellbeing Report indicates a 5% increase in the areas 'worries, perseverance and engagement' resulting in overall resilience improvement.</li> </ul>	<p><b>2. Safer DECD Schools Resource</b></p> <p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>• Child protection curriculum to be taught using the scope and sequence as a guide. Sharing of programs in learning teams.</li> <li>• Time to be provided to teams to investigate resources and purchase required resources.</li> <li>• All staff to be trained/update training in the Abuse and Neglect Response Training. Supporting resources to be readily available for all staff to access.</li> <li>• All staff implements the school policies and programs consistently.</li> <li>• Implement Reconciliation Action Plan. A connection with community members to promote cultural respect and understanding, tolerance, empathy and a sense of belonging.</li> <li>• Pastoral care worker to support at risk students through social skills and grief support programs.</li> </ul> <p><b>DECD and School Discipline Policy</b></p> <ul style="list-style-type: none"> <li>• Staff revisits annually and implement accordingly.</li> </ul> <p><b>Anti-Bullying and Anti-Harassment Policy</b></p> <ul style="list-style-type: none"> <li>• Counsellor and staff to be trained in methods of intervention such as the six methods of intervention in dealing with bullying.</li> <li>• Leadership provide the governing council updates in relation to school bullying related data and trends and any anti-bullying and anti-harassment programs/initiatives in place. Programs are implemented.</li> <li>• Graphics such as Wheel of Choice revisited annually with students and shared with parents through newsletters/ workshops for parents.</li> </ul> <p><b>Grievance Procedures</b></p> <ul style="list-style-type: none"> <li>• Consistent use of language throughout the school when dealing with issues and resolution.</li> <li>• Grievance procedures published annually in school newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected from EDSAS each term.</li> <li>• Feedback collected from parents in online Parent Opinion Survey</li> <li>• Leaders provide familiarisation and support through the use of the Safer DECD schools resource in staff meetings and training opportunities.</li> <li>• Classroom walkthroughs and observations are conducted regularly by leadership and feedback provided.</li> <li>• Bullying Data collected through referral records.</li> </ul>
<ul style="list-style-type: none"> <li>• Students engage in regular feedback opportunities concerning their learning.</li> <li>• Regular fortnightly class meetings to be held to support the effectiveness of the student voice forum.</li> </ul>	<p><b>3. Student Voice and Student Initiated Learning</b></p> <ul style="list-style-type: none"> <li>• Profile of Student Voice is raised within the school and active participation in class / school decisions.</li> <li>• Increase student voice presentations to twice each year for governing council.</li> <li>• All students are encouraged to develop and run action groups for recess and lunch play times.</li> <li>• Year 7 students attend grip leadership conference to support their participation as active senior student leaders within the school.</li> <li>• Teachers work to build a more inclusive community in which students can contribute, for example, evaluating, teaching and learning, by helping design units of work and by supporting the learning of their peers.</li> <li>• Students engage in regular feedback opportunities regarding their learning.</li> <li>• Develop online survey related to student dispositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student decisions are evident in school planning and processes.</li> <li>• Individual learning goals are recorded.</li> <li>• Students involved in decisions about their learning 'what, where, when.'</li> </ul>