STATEMENT OF SUCCESSFUL PRACTICES
AT
TEA TREE GULLY PRIMARY

Six Key Elements  (National Safe Schools Programme)

1. School, values, ethos, culture, structure and student welfare.
   - Our school has developed and implemented our Success Oriented and Safe Schools policy.
   - Democratic decision making structures are in place to enable ownership of decisions.
   - Student voice is encouraged through regular class meetings, Kids Council meetings and student surveys.
   - All classes have negotiated behavioural expectations that are linked to our school values.
   - The beginning of the each school year is devoted to developing a safe and collaborative school environment. Our values, policies and expectations are reinforced and practiced and social skills programmes introduced.
   - At the beginning of each year there will be a focus on the brain and developing a growth mindset in all learners.

2. Policies, programmes and procedures
   - Our Successful Schools Policies outline a number of policies and procedures covering behaviour management, anti harassment and bullying, attendance, child protection, student health and wellbeing.
   - We have developed brochures for students and parents to easily read around many of these policies and also made the Successful Schools Policies available on our web page and in hard copy at the front desk for anyone to read.
   - Staff and students review class and yard expectations regularly throughout the year.
   - Staff and students have a daily routine, which is clearly understood.

3. Education / training for school staff, students and parents
   - On-going training and development for staff is provided along with time to review and discus existing policies.
   - Sharing of successful classroom teaching practices amongst staff using our schools Inquiry Model.
• “The way to A,” teaching students to make “A” choices is taught to all year levels in conjunction with the 5 Point Scale. These programs enable students to develop self-regulation of their behaviour, which enhances their self esteem.

• Information is relayed to parents via newsletters and our schools webpage. Our policies, procedures and curriculum are discussed at Information Night early in term one.

• We hold parent workshops on various topics throughout the year.

4. Managing incidents of abuse /victimisation
• We have developed easy to read brochures on anti bullying and harassment that clearly provide the steps needed to manage any incident.
• We also have clear procedures for managing child abuse /child protection.
• Yard and classroom data is kept and monitored by leadership.
• Bullying and harassment data is also kept by leadership and class teachers to look out for any patterns of behaviour.
• Student management in this school takes into account each child’s needs and stage of development.
• We employ Restorative Practices to build and/or rebuild relationships after incidents of inappropriate behaviour.

5. Providing support for students
• We have processes in place to provide support for students that repeatedly show up in our data. This could involve bringing in departmental personnel or referrals to outside agencies.
• All staff encourages children to achieve to their maximum potential and provide reinforcement for successful behaviour.
• Every class is linked to a buddy class for support and peer support programs are in place.

6. Working closely with parents
• Our Governing council has been involved in the development of all policies.
• We regularly randomly survey parents for their views.
• We have developed clear Grievance Procedures for our school community to use
• We encourage parent participation in a variety of forms and we encourage the notion of school and families working together toward developing a safe and successful learning environment for their child.