



Student Wellbeing and Engagement

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 for 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 behaviour.

Stawell West Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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.

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2. School values, philosophy and vision
3. Engagement strategies
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1. School profile

Stawell West Primary is a community school for students from Foundation to Year 6. At the commencement of 2018, we had an enrolment of 88 students from all parts of Stawell as well as outlying districts. 15 of these students were in the Prep classroom.

The school is set in extensive, attractive grounds with considerable shade and undercover areas. The grounds also feature two wonderful modern adventure playgrounds.

The main building provides an innovative learning environment supported by modern learning centres in the Year F-2 and 3/6 teaching spaces. The modern learning environment is supported by well-equipped classrooms with laptop banks giving a computer to student ratio of 1:3. The school has interactive whiteboards in all learning spaces, digital and DVD cameras and data projectors as well as iPads and Apple TV facilities.

The dedicated staff of Stawell West Primary work as a team to provide quality teaching and learning experiences for all students. The staffing profile at Stawell West has been consistent for the last 4 years, ensuring a continuation of student improvement and consistency in managing student expectations. An equally committed Education Support staff and the School Chaplain support the teaching staff.



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2. School values, philosophy and vision

Stawell West Primary School's mission is to develop in its students, staff and community a commitment to life-long learning, a passion for achievement, excellence, and an understanding that all individuals can contribute as successful, responsible citizens.

The Stawell West School Community values:

- Honesty
- Fairness
- Responsibility
- Support (being kind, showing care and compassion)
- Cooperation
- Acceptance of differences (accepting, respecting, living with and finding the positive side of differences)
- Friendliness and inclusion (being friendly and socially responsible, including others in games, activities and conversations)
- Commitment (to learning, themselves and all that we do).

In order to achieve the best possible outcomes for our students we aim to:

- Provide a safe, welcoming, inclusive and tolerant learning and teaching environment
- Create a positive, purposeful and stimulating learning environment that encourages personal responsibility and self-motivation and rewards personal and group achievement
- Provide planned, comprehensive, engaging curriculum programs that encompass all Victorian Curriculum Domains, with particular emphasis given to literacy and numeracy
- Deliver curriculum programs in ways that enable students to set realistic, challenging goals for their own learning, which accommodate different learning needs and styles, and that develop critical and creative thinking and learning skills
- Encourage high levels of parental and community interest and participation in all aspects of school programming
- Ensure clear, timely and efficient consultative decision making and communication processes within the school and between the school and the community
- Employ management practices that foster strong staff morale, a commitment to professional growth, and support a focus on improving educational and social outcomes for students
- Ensure the efficient and strategic management of human, physical and financial resources to support the curriculum, environment and management goals of the school
- Provide learning activities that reflect relevant global and environmental awareness in all learning
- Integrate current ICT practices
- Foster positive relationships and interactions between students across all year levels
- Reflect on teaching and learning practices in order to maximise students learning potential.



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Our Statement of Values is available online at: <http://www.stawellwestps.vic.edu.au/>

3. Engagement strategies

Stawell West Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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
- 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
- teachers use curriculum specific instructional models to ensure an explicit, common and shared model of instruction, ensuring evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers 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 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 student-principal meetings. Students are also encouraged to speak with teachers and the 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 Chaplain, 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
 - The Resilience Project
 - BounceBack!



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- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

Targeted

- each class classroom teacher monitors the health and wellbeing of students and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer (principal)
- all students in Out of Home Care have an Individual Learning Plan
- 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

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout
- School Chaplain

Stawell West 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 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 support
 - School Chaplain
 - 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

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

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4. Identifying students in need of support

Stawell West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Coordinator plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Stawell West Primary School will utilise the following information and tools to identify students in need of 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 school 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

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- *participate fully in their education*
- *feel safe, secure and happy at school*
- *learn in an environment free from bullying, harassment, violence, discrimination or intimidation*
- *express their ideas, feelings and concerns.*

Students have the responsibility to:

- *participate fully in their educational program*
- *display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community*
- *respect the right of others to learn.*

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 a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Example School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.



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Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Stawell West Primary School has a general school rule that we do not do anything that will cause hurt or worry to ourselves or to others. This helps to keep all students safe and happy. Our aim is to help children co-operate with others and to be responsible for their own behaviour.









At Stawell West Primary School we recognise the importance of a positive and consistent approach to student welfare and discipline. **We believe that children should be respectful, thoughtful and courteous to their teachers and peers at all times.** The class teacher remains responsible for discipline in his or her room. Teachers devise class rules in consultation with children for their particular class. These rules are consistent with our overall approach to welfare and discipline.

The whole school discipline plan consists of three key elements:

- . **A clear set of rules**
- . **Strategies for recognising, rewarding and encouraging the many positive behaviours and attitudes our children display at school**
- . **A set of consequences, of increasing severity, enforced consistently when students choose to break our rules**

SCHOOL RULES

Stawell West is a caring school and our rules are simple and easily understood

-  We are considerate of others, co-operative and courteous
-  We believe that everyone's rights, feelings and property should be treated with respect
-  We keep our school and grounds attractive and tidy, and dispose of our rubbish properly
-  We move in and around our school buildings in a quiet and orderly manner
-  We participate in all activities and games safely in the appropriate places, observing "out of bounds", "quiet" and "playing" areas
-  We observe all traffic and safety rules, including correct use of the school crossing
-  We only enter school buildings when supervised
-  We gain permission prior to leaving the school grounds during school hours

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CONSEQUENCES

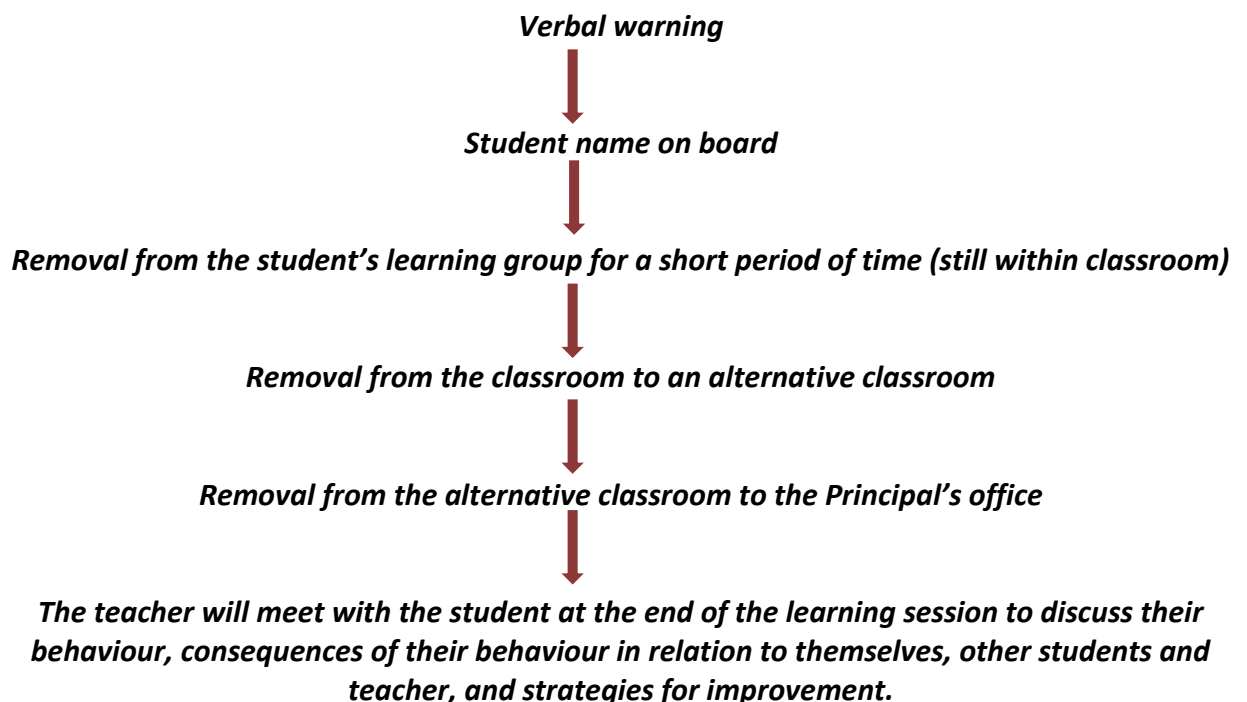
A set of consequences are used to implement a consistent approach to those who choose to disobey the school rules. Dangerous activities such as throwing stones and fighting are viewed as behaviours that cannot be tolerated as they compromise a child's right to feel safe in the school environment. As a consequence of such behaviours, students may be excluded from the yard and a note sent home to keep the parents up-to-date with their child's behavior.

Rationale

Research shows that the classroom teacher has the greatest influence on modifying student behaviour. In order to achieve this, a sound behaviour management plan within the classroom is critical to the success of the school's Behaviour Management Policy.

Classroom Behaviour Management Plan

1. With reference to the school's Behaviour Management Policy, each teacher will establish classroom rules and a series of rewards and consequences that reinforce positive behaviour.
2. Classroom expectations will be discussed and displayed in each classroom and referred to and/or discussed on a regular basis.
3. If a student's behaviour is not appropriate, the following process is to be followed:



- Parents are contacted if their child has been removed from the classroom or if there are repeated warnings to the student about their behavior.
- Internal or at home suspension - following Department of Education and Training procedures
- Expulsion - following Department of Education and Training procedures



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The school reserves the right to suspend a child at any stage of this process if the behaviour warrants a more serious consequence. Staff arranging camps and excursions may decide that, based on a student's previous behaviour both within the school and while on excursions or camps, there is a strong probability that the student's behaviour may disrupt the program or endanger other students or staff. If this is the case, then a meeting will be held with the parents to outline concerns and advise that the student may not be allowed to join the group.

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. Engaging with families

Stawell West Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Stawell West 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
- SOCS



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REVIEW CYCLE

<i>Ratified by School Council</i>	<i>Date:</i>	11 th December 2018
<i>Signed</i>	<i>Principal:</i>	Jim O'Brien
	<i>School Council President:</i>	Lindy Chester
	<i>Next Review Date:</i>	December, 2020