



# ARDEER SOUTH PRIMARY SCHOOL

## STUDENT ENGAGEMENT AND WELLBEING POLICY

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Ardeer South Primary School aims to be an effective school, engaging and inclusive, recognising and responding to the diverse needs of our students and their different learning profiles.

### 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.

Ardeer South 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 believes that students are better prepared for learning when they are happy, safe and healthy.

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.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School Profile

Ardeer South Primary School aims to provide a positive learning environment, which is responsive to and supportive of, children's educational and social development through the implementation of a consistent approach to student wellbeing. We recognise that the acquisition of social skills is a developmental process and that children are at varying stages. The rights and responsibilities of students, teachers and parents are paramount within the wellbeing and discipline program as we work towards common goals in an environment which encourages co-operation in the education process.

Our Student Engagement and Wellbeing Policy reflects our school community's efforts to develop a consistent, logical, realistic and purposeful approach to student behaviour. Student, parent and staff relationships are highly valued, promoting all to feel engaged and connected as a community of learners. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can. Our engagement and wellbeing approach is based on the following principles: the right to learn, the right to be respected, and the right to be safe.

A whole school approach to anti-bullying and building social and resilience skills occurs from Prep to Year 6 through everyday acknowledgement of making positive choices. A consistent focus has been on building the learning capacity of staff and students to improve our learning culture and student outcomes. Teachers work in professional learning teams to meet the learning needs of all students. All students are supported both emotionally and academically through a range of programs and the building of positive relationships. The individual learning needs of our students is strongly supported through a range of means including classroom teaching, the Program for Students with Disabilities, individual learning plans and intensive literacy support.

### Vision

#### 1. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. 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. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention and Management Policy for more information.

Our philosophy:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

Our vision:

*All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

Our values: Responsibility, Respect and Effort

### **Statement of Purpose**

Ardeer South Primary School strives to be a quality, dynamic learning community that equips our students with the knowledge, skills and values to meet future challenges as resilient, creative and independent lifelong learners.

It is a school that values individuality (whilst being considerate and respectful of others) and promotes excellence in a happy, safe, caring and inspiring environment that embraces the broader community.

## ***Our School Community Values***

**Respect-** To value and care for ourselves, others, the community and environment.

**Responsibility** – To be honest, present positive behaviour, demonstrate good learning habits, help others and be fair.

**Effort** – To use physical or mental energy to achieve

Staff are fully committed to the development of the students and themselves through professional growth and continued improvement.

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- **Behavioural engagement** - a student's participation in education, including academic, social and extracurricular activities of the school.
- **Emotional engagement** – a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness.
- **Cognitive engagement** – a student's investment in learning and their intrinsic motivation and self regulation.

## ***School Connection Statement***

***Ardeer South Primary School endeavours to create an  
environment in which every child feels happy,  
safe and valued.***

### **2. Engagement strategies**

*Ardeer South 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.*

In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school protocols are developed at the beginning of each year through a collaborative process involving students and teachers. These behaviour expectations are reinforced formally and informally throughout the year, are displayed in each classroom and shared with parents.

Restorative Practice in conjunction with our Positive Behaviour Practices is an approach aimed at ensuring a safe and happy learning environment. It seeks to promote resilience and to contribute to the building of positive relationships in the school community. It is focussed on helping students become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation.

Our school-wide positive behaviours initiative has been adopted to address a wide range of positive and negative behaviours in the classroom and playground.

Our objective is to create an effective, respectful, learning environment. We strive to create a place where students look forward to coming to each day.

We recognise the value of the Berry Street model and implement the appropriate strategies.

Information on grounds and processes for suspension and expulsion are available here:

<https://www.education.vic.gov.au/school/parents/behaviour/Pages/suspension.aspx>

<https://www.education.vic.gov.au/school/parents/behaviour/Pages/Expulsionterm032018.aspx>

**Strategies to promote positive behaviour and inclusion include:**

- *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*
- *teachers at Ardeer South Primary School use an 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 Ardeer South 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 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 on a regular basis*
- *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 Leadership Team. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music and art programs*
- *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*

**Strategies to target certain age groups may include:**

- *each classroom has a teacher responsible for monitoring the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Educational Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *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*

**Strategies to target certain individual students may include:**

- *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 Support Services*
- *referral to ChildFirst, Headspace*

- *Lookout*

*Ardeer South Primary School implements a range of strategies that support and promote individual engagement. These can 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:*
  - *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.*

### **3. Identifying students in need of support**

*Ardeer South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Ardeer South 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, particularly in literacy and numeracy assessments*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance and suspension data*
- *engagement with families*
- *consultation/referral with School Wellbeing Coordinator*
- *consultation with School Support Services(SSSO)*
- *School Entry Health Questionnaire*

**Strategies for identifying students in need:**

The school identifies students in need of assessment and extra support during first term each year. Foundation students attend four transition days during November/December and informal assessments begin. Our Workforce planning and Annual Implementation Plan then address the needs of all these students to ensure there are resources and support in place for them over the year. We gather information at enrolment, monitor their attendance and behaviour and assess their academic performance in literacy and numeracy. A Student Support Group (which includes the parents, allied health workers as appropriate,

education support staff, classroom teacher and Principal) is established for students identified as having a special need and this group meets regularly to identify classroom strategies and access assessments from SSSO regional staff as needed. A comprehensive list (and files) of these students is kept up-to-date regarding the Individual Learning Plan, timetabled support, strategies, assessments and meetings to monitor their progress.

Children are encouraged to develop self-discipline, to respect staff and other students, to work and play co-operatively, take pride in their school and value achievement. We explicitly teach values, social skills, expected behaviour strategies for successful play and getting along with others in class and the playground.

To further support these goals the Wellbeing Coordinator provides individual, family and small group support.

We encourage students to understand the control they have over their attitudes and behaviour, acknowledge that their actions and behaviours can sometimes cause harm to others, and teach them to work towards repairing relationships. Students are expected to be honest, to work co-operatively and to respect staff, students and others.

Programs implemented at Ardeer South Primary School to promote student engagement, high attendance and positive behaviours.

<b>Across Whole School</b>	<b>Class Levels</b>	<b>Community/Parent linked</b>
Wellbeing Approach – whole school collective responsibility for all students.	Leadership Program – Yr 6	Fortnightly Newsletter
Assembly Awards	Levelled Literacy Learning	Education Week Activities
International Day	Interschool Sport – senior students	Supporting local RSL activities for Anzac Day & Remembrance Day
Italian Day	School Camp Program	Parent Helpers Program- in classrooms
	Levelled Literacy Learning	Parent Information Sessions
Junior School Council	Yr 4/5/6 Netbook Program	Parent Group- Fundraising and school activities
Excursions/incursions	Buddy Program Yr Prep & 5/6 and new students	Parent/Teacher Interviews
Differentiated Curriculum: addressing ways in which students vary as learners.	K-Prep Transition	School Performances
Whole School Concerts	Yr 6-7 Transition	Art Show
Integration Support Program	Team teaching	Work Experience for local students
Information Communication Technology (ICT) rich environment	Learning spaces conducive to learning	Active Schools After-School program
Book Week	Wellbeing Programmes: Life Education Van	Working Bees

Assembly Awards		
Sunsmart Program		
Whole School Assembly		

#### 4. 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 the Principal.

#### 5. Student behavioural expectations

*Behavioural expectations of students, staff and families are grounded in our school's Values. Student bullying behaviour will be responded to consistently with Ardeer South Primary School's Anti-Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Ardeer South Primary 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.*

*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.*

*Disciplinary measures that may be applied include:*

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *referral to the Principal*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

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.

## 6. Engaging with families

Ardeer South 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
- 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.

## 7. Evaluation

Ardeer South 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

### REVISION HISTORY

STUDENT ENGAGEMENT AND WELLBEING POLICY					
Version	Date Created	Date Ratified at School Council (if required)	Revisions Made	Leader of Policy	Next Policy Review
1	Unknown	Unknown	Creation of policy		
2	June 2019	To be tabled (does not require School Council approval)	Use of new policy template and realigned with DET Guidelines.	Stuart Telford	Every 1-2 years