STUDENT WELLBEING AND ENGAGEMENT POLICY

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Spotswood Primary School on 03 9391 1323 or spotswood.ps@education.vic.gov.au.

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.

Spotswood 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, where student participation is encouraged and valued, 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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POLICY

1. School profile

Spotswood Primary School is part of the Hobsons Bay network, located in the South Western Region. Our current enrolment of 274 students comes mainly from the local area with some families further away choosing the school based on its smaller size and easy access to the city.

Our purpose is to create a caring and dynamic learning environment where mutual respect and cooperation are valued as students are inspired to reach their full potential. We are focused on delivering a comprehensive learning program to our students and to prepare them to be independent learners and active and positive citizens. Spotswood Primary is a school where 'everybody is somebody'.

2. School values, philosophy and vision

Our values are an integral part of our school community. They provide a foundation for shared understanding and a common language across the school for students, teachers and families. Our values of Learning, Community and Safety underpin our vision of creating an environment 'where everybody is somebody'.

3. Wellbeing and engagement strategies

Spotswood 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
- teachers at Spotswood 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 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 Junior School Council.
- Students are encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school activities such as athletics, choir, book week activities and buddy programs.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
    - You Can Do It
    - Growth Mindset
    - Bully Zero presentations

Targeted

- Each cohort of students has a PLC Leader who monitors the health and wellbeing of students in their team and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- connect identified Koorie students with a Koorie Engagement Support Officer when needed
- our English as a second language students are supported through our EAL program, and all cultural and

linguistically diverse students are supported to feel safe and included in our school including through [insert any specific strategies you have in place to support CALD students]

- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support [insert any specific measures at your school to support LGBTIQ+ students]
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- staff will undertake professional learning 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

Spotswood 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:
  - o school-based wellbeing supports
  - o Student Support Services
  - o 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:
  - o with a disability
  - o in Out of Home Care
  - o identifying as Koorie or Torres Straight Islander
  - o and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Spotswood Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and

implementing strategies help identify students in need of support and enhance student wellbeing. We 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

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.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program • feel safe and included	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly. Students should also be expected to display our school values of Safety, Learning and Community • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance including arriving on time and remaining at school until the conclusion of the school day. • Engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • work in a safe and supportive environment	Teachers have a responsibility to • fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning utilising data to differentiate instruction. • Create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning. • Engage in regular and constructive communication with parents / guardians regarding their child's learning.

6. Student behavioural expectations

School-Wide Positive Behaviour Support (SWPBS) is a whole-school framework which provides school professionals with an approach to promote improved behaviour at their school.

SWPBS has been developed from evidence and data, demonstrating the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.

SWPBS uses a tiered intervention framework which invests in:

• Primary prevention (tier 1): School and classroom-wide systems for all students, staff and settings (approximately 80% of students)

• Secondary prevention (tier 2): Specialised group systems for students with at-risk behaviour (approximately 15% of students)

• Tertiary prevention (tier 3): Specialised, individualised systems for students with high-risk behaviour (approximately 5% of students)

School principals play a pivotal role in adopting, implementing and sustaining SWPBS. Principal support such as agreeing with SWPBS principles, allowing teacher release time for training and team meetings and allocating resources for implementation are significant towards the sustainability of SWPBS

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

- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Spotswood Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Guides to management of student behaviour

Spotswood Primary School believes that in order that this school provides a safe and secure environment the following principles are accepted:

- students are always expected to abide by the school's values
- students are always expected to obey school and class rules
- disruptive behaviour will not be accepted
- all students will be encouraged to be polite, courteous and well mannered
- students will care for school property and the property of others
- students are expected to do their best
- teachers should expect to be able to teach in an atmosphere of order and co-operation which reflects the school's values
- parents and staff will work together to maintain a productive teaching and learning environment
- students are to attend school regularly and punctually

Strategies for Effective Behaviour Management

At Spotswood Primary School we have a consistent and positive approach to student behaviour which reflects the values of our school. The school is committed to the Restorative Justice Approach and the use of Restorative Practices involving the following strategies:

- actively building positive relationships
- use of individual, mini, small group and community conferences
- circle activities and classroom meetings
- individual and group coaching
- positive reinforcement to improve self-esteem
- achievement and effort on the part of students is recognised and celebrated by regular awards made throughout the year
- requiring students to accept responsibility for their actions
- encouraging understanding and awareness of the school values and rules
- providing adequate supervision in the school grounds
- encouraging and enhancing student, parent and staff contact
- peer modelling and encouragement of appropriate behaviour

7. Engaging with families

Spotswood 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. Every attempt will be made to foster positive lines of communication with

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
- communicating with families about homework and other curriculum-related activities
- inviting families to contribute to school policy review and development
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students when appropriate.

8. Evaluation

Spotswood 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, including attendance and absence data
- SOCS

Spotswood Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

STUDENT WELLBEING AND ENGAGEMENT POLICY COMMUNICATION

This policy will be communicated to our school community in the following ways:
- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:
- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions

- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:
- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy last reviewed	November 2023
Consultation	Consultation with students, staff, families through Newsletter November 24th 2023
Approved by	Principal
Next scheduled review date	Before November 2025