



STUDENT ENGAGEMENT & WELLBEING POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Stevensville 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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POLICY

1. School profile

Stevensville Primary school is located in St Albans, in the local government area of Brimbank. The student population is 212 students. It has a SFOE of .7221 and an SFO .8357. The school motto is 'Learning and Achieving Together'

The school is a proudly diverse community, welcoming students from a variety of countries. Vietnam and the Pacific Islands are two of the major cultural groups represented at our school. Approximately 80% of students speak a language other than English at home.

There are 15.6 FTE teaching staff at the school and seven support staff FTE, including a Multicultural Aide and a Primary Welfare Officer. The school employs a speech pathologist two days a week to support student learning.

Stevensville's Academic Improvement Plan has a focus on improving student outcomes in Literacy and Numeracy and ensuring the school has a safe and calm learning environment. Individual student support is provided through Levelled Literacy Intervention and a GRIN program, both of which are resourced through the use of Equity Funds.

Teacher teams plan integrated Inquiry units that provide students with opportunities to apply their learning to 'real-life' situations. The school is actively engaged in the implementation of a locally developed School Wide Positive Behaviours Support program.

2. School values, philosophy and vision

Stevensville Primary School's Statement of Values is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Responsibility and Trust at every opportunity.

Our school's vision is to develop confidence, resilience and empowerment to achieve our full potential and master lifelong learning.

3. Engagement strategies

Stevensville PS 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 Stevensville Primary School use the Gradual Release of Responsibility 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 Stevensville 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
- 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 through our school house system, values cards and 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 Light House group and other forums including student focus groups, as needed. Students are also encouraged to speak with their teachers, Area Leaders, Student Welfare Officer, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school house meetings, athletics and special event days.
- we engage in school wide positive behaviour support with our staff and students, utilising a staged response to student behaviour(eg. Major and Minor Behaviours chart, Flow chart of staged response)
- programs, incursions and excursions developed to address issue specific
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

All students are welcome to self-refer to members of the Stevensville Staff 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

Targeted

- Primary Welfare Officer and the Leadership team monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- 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
- 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 Primary Welfare Officer and Student Support Services
- referral to Child First
- Lookout

Stevensville 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:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, child and adolescent mental health services or Child First
 - Re-engagement programs
- 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.

4. Identifying students in need of support

Stevensville 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. Stevensville 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 or family

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, the School Wide Positive Behaviour Matrix and Bullying Prevention Policy. When a student acts in breach of the behaviour standards of our school community, Stevensville Primary School will institute a consistent staged response, in line

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. These measures will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

All staff will follow the Stevensville Major and Minor Behaviours chart and the accompanying flowchart.

Measures that may be applied include:

- Reminder of Expectation
- Verbal or visual warning
- Time out in classroom or other space
- Referral to Principal Class team or Leadership Team
- 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.

7. Engaging with families

Stevensville 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, via School Council or parent surveys
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Stevensville 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

FURTHER INFORMATION AND RESOURCES

Refer to:

Statement of Values, Bullying Prevention and Child Safe Standard Policies.

REVIEW CYCLE

This policy was last updated on July 2019 and is scheduled for review in July 2021.