

Wandiligong Primary School

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.

Wandiligong 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

We are a small rural school committed to 'Providing Little Kids with Big Futures.' We are located within the heritage-listed Wandiligong Valley, six kilometres from Bright in North East Victoria. The school promotes and values high standards in student outcomes, staff accessibility, attainment of individual potential, positive self-esteem, respect for others and responsibility for learning in a safe, challenging and caring environment. Over time the school has developed a solid reputation of being able to manage and cater for a variety of highly individual children. We strive to teach, value and

celebrate the uniqueness and differences of each individual. Respect is integral to the school culture and therefore central to all other values. We are involved in a range of interschool activities and interact with the other schools in the Alpine cluster on a regular basis. This school has 3 equivalent full-time staff: 1 Principal class, 2.4 teachers and 1 ESS officer. The school operates with three classes: a Prep to Grade 1 class, a middle class with Grades 2 to 4 and an upper class with grade 4 to 6. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school's socio-economic band value is assessed as Medium. The Census showed a total of forty five students enrolled at Wandiligong in 2020, comprising of 24 females and 21 males.

Most of our student population is drawn from families involved in tourism, farming, local businesses and services. Approximately 93% of our students have English as their first language. The other 7% consists of a family from Burma. We do not currently have any students with an indigenous background.

There is a strong curriculum focus on the Arts. All students are encouraged to express themselves creatively through, literature, visual arts, music and drama. The annual school musical enables every child to have a speaking role and the opportunity to sing either solo or in the chorus. Italian, Science/STEM, Bounceback, and History were taught by specialist teachers ensuring that quality class programs were delivered. In addition the pupils have daily sport sessions and fortnightly sessions in the library van (M.A.R.C) and Art /Craft van (M.A.A.C). Intervention for students experiencing learning difficulties is timely and delivered by outsourced professionals and staff members. All students engage in a range of activities and processes to extend their understanding of themselves as learners. They are taught skills in managing their personal learning, building social relationships and their abilities to work co-operatively as a member of a team. Pride Nights and self-assessments are some of the strategies used to support this learning.

2. School values, philosophy and vision

Wandiligong Primary School's vision is to teach children to value the uniqueness of each individual and to celebrate their differences, developing the skills and confidence to take their place in an ever changing world, achieving future academic and social success and fulfilment.

3. Engagement strategies

Wandiligong 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 including to ensure that students are able to engage in programs that are tailored to their interests, strengths and aspirations
- teachers at Wandiligong Primary School use the school's instructional framework to provide an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Wandiligong 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 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
- student attendance is monitored and attendance improvement strategies are implemented 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. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- opportunities for cross—age connections amongst students are created through school plays, athletics, music programs, buddies and peer support programs
- all students are welcome to self-refer to any staff member or the 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
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bounce Back
 - Resilience, Rights and Respectful Relationships

Targeted

- Students in Year 6 will participate in a leadership program in which they will attend specific leadership training days and plan and take responsibility for running fitness programs and other school events
- Students in Year 6 will formally meet with the principal once per term to discuss whole school issues and give feedback on operations.
- Students at all Year levels will be recognised and rewarded for their academic, sporting, social or emotional achievements

- *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

- *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*
- *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*

4. Identifying students in need of support

Wandiligong 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. Wandiligong 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 Wandiligong School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wandiligong 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*
- *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.

7. Engaging with families

Wandiligong 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

Wandiligong 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

Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards, etc].

REVIEW CYCLE

This policy was last updated in 2020 and is scheduled for review in 2021.