



## 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.

Mount Beauty 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

Mount Beauty Primary School is a Prep to 6 co-educational school nestled in the subalpine region of North East Victoria. Our school is part of the Upper Kiewa Valley Cluster with three other primary schools, one secondary college and an outdoor education centre. We are active members of the Alpine/Towong Network.

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 families from China, Thailand, Malaysia and Sweden. We do not currently have any students with an indigenous background.

In 2019 school enrolments are 204 foundation-Year 6 students, 108 boys and 96 girls. The school has six funded PSD students (Program for Students with Disabilities) who are fully integrated into the classroom with the assistance of education support staff. The Student Family Occupation (SFO) index is 0.3075, placing it above the state median (Higher level occupations give a lower SFO index).

The Student Family Occupation Education (SFOE) is 0.2730. Approximately 32% of our school families receive EMA (Education Maintenance Allowance).

Our school workforce consists of a Principal, a business manager, ten full or part-time teachers, and six educational support staff. We run an Outside School Hours Care service (OSHC) across three local primary schools. It provides support for working families and allows children to maintain sporting and other commitments. OSHC employs a full-time manager and 18 casual staff.

Community involvement is encouraged within the school and the school's education programs are well supported by volunteers that include extended family and community members. Community involvement includes fundraising, improving facilities, financing school priorities set by School Council and fostering social links. Our rural community is a vibrant one, and includes alpine activities, sporting clubs, and a diverse range of arts and music.

## 2. School values, philosophy and vision

### **Our whole-school expectations:**

Respect for Self, Respect for Others, Respect for the Environment

### **Our values:**

**Pride:** strive to do and be your best; follow the school rules and uphold school values; care for equipment, resources and the school environment

**Kindness:** be positive and polite in your words and actions; help others; demonstrate respect for the rights of others, including the right to learn; accept and respect differences

**Resilience:** take responsibility for your behaviour and choices; control your emotions; be safe – act responsibly and sensibly; try to resolve problems

### **Our philosophy:**

To provide a happy, safe and engaging learning environment in which all members of the school community can develop their full potential.

### **Our vision:**

To empower our students to embrace learning, act with kindness, demonstrate resilience and take pride in themselves, their school and community.

## 3. Engagement strategies

Mount Beauty 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 including to ensure that students are able to engage in programs that are tailored to their interests, strengths and aspirations
- teachers at Mount Beauty 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 Mount Beauty 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
  - Bully Stoppers
  - Resilience, Rights and Respectful Relationships
  - Resilience Project

## **Targeted**

- our leadership team in conjunction with all 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
- regular opportunities for staff to share concerns are provided by the inclusion of a 'Student Welfare' section in staff meeting agendas
- 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 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 at all Year levels will be recognised and rewarded for their academic, sporting, social or emotional achievements

## **Individual**

Mount Beauty Primary School implements a range of strategies that support and promote individual engagement. These can include:

- programs for Students with Disabilities
- referral to 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
- 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, 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 or with other complex needs that require ongoing support and monitoring
- ensuring all parents and carers are aware of the school's Student Wellbeing and Engagement Policy

#### 4. Identifying students in need of support

Mount Beauty Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team, classroom teachers and support staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Mount Beauty 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
- Development of an Individual Learning Plan at the beginning of the year which is reviewed regularly at SSG meetings. ILPs are reviewed in collaboration with the family, the School Support Services Officer, Educational Support staff, classroom teachers, the principal and relevant educational specialists.
- We are developing a whole school approach to collecting student feedback.

#### 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.

### Shared Behaviour Expectations

	All Areas	In the Classroom	Eating Areas	In the Playground	In the Toilets
<b>Respect for Self</b>	Follow the school rules and uphold school values. Strive to do your best. Use polite language. Be safe; Act responsibly and sensibly. Be positive in thoughts, words and actions. Control your emotions. Take responsibility for your behaviour and choices. Have fun and enjoy school. Be a thinker. Accept outcomes and move on. Be honest.	Always try your best. Be organised. Stay on task. Achieve your goals. Speak politely to others. Have a go. Be persistent. Ask questions.	Sit while you eat. Make healthy food choices.	Be a good sport. Play fairly. Be safe. Use polite language. Wear appropriate clothing and footwear. Be sun smart.	Clean up after yourself. Always wash your hands.
<b>Respect for Others</b>	Help others & get along. Work cooperatively with others together. Demonstrate respect for the rights of others, including the right to learn. Speak politely. Accept and respect differences. Listen when others are speaking. Be safe. Use good manners. Try to resolve problems. Appreciate others strengths and weaknesses. Treat others as you would want to be treated.	Listen to others. Raise your hand to speak. Let others learn and concentrate. Help others. Always tell the teacher if you need to leave the room.	Keep the area clean. Use a quiet talking voice. Eat your own food.	Use polite language. Take turns. Play and act safely. Watch out for others. Include others in your games. Be an active bystander.	Flush the toilet. Allow others to use the toilets in privacy.
<b>Respect for the Environment</b>	Care for equipment, resources and the school environment. Keep the area clean. Reduce, reuse, recycle. Put your rubbish in the bin.	Look after the equipment. Clean up after yourself. Keep your things tidy.	Try to bring rubbish free lunches, compost food scraps, recycle waste, place rubbish in the bin.	Use equipment responsibly and put it away after use. Keep the environment safe by making sure that rocks and sticks stay in the garden. Care for the garden.	Report problems to a teacher. Use the facilities correctly.

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.

## 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 Mount Beauty Primary School's Bullying policy.

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

## 7. Engaging with families

Mount Beauty 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.

## 8. Evaluation

Mount Beauty 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

Further information regarding our school policies on Child Safe Standards, Bullying Prevention and Behaviour Management is available at [www.mtbeautyps.vic.edu.au](http://www.mtbeautyps.vic.edu.au) or [https://www.facebook.com/Places > Mount Beauty, Victoria](https://www.facebook.com/Places/Mount-Beauty-Victoria)

## REVIEW CYCLE

This policy was last updated on 3/12/2018 and is scheduled for review in November 2019