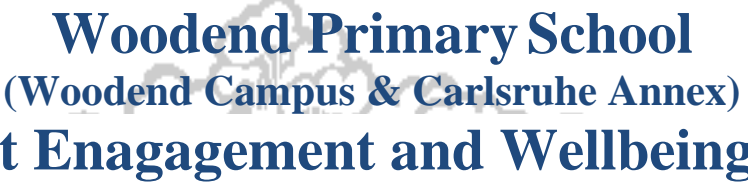


Woodend Primary School

(Woodend Campus & Carlsruhe Annex)

Student Engagement and Wellbeing 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.

Woodend 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

School profile

Established in 1855, Woodend Primary School is at the base of Mt Macedon on the northwest side of the Macedon Ranges. We are a dual campus school, with an annexe at Carlsruhe seven kilometres north of Woodend. We continue to have a fluctuating enrolment profile. Despite strong competition from local Independent and Catholic schools, our population was 382 in 2016 and grew to 424 in 2018. In 2019 our enrolments dropped back to 392. In 2021 our enrolment is 458.

Teaching and learning programs are arranged around teaching teams in the Junior, Middle and Senior levels of the school. Our year 4 students attend our second campus, seven kilometres north at Carlsruhe. In order to accommodate all classes with equal time at our

Carlsruhe Campus, the classes do thirteen week rotations between Carlsruhe and the main campus. Two classes at a time attend the campus for four days a week and return to the main campus one day a week to participate in the Specialist Learning Programs. Whilst the priority is the delivery of the core curriculum, the students participate in activities integrated into the curriculum that focus on caring for the animals at the campus and a focus on sustainability, including caring for, and maintaining the large vegetable garden. The students also participate in activities such as River Detectives and have a strong community relationship with Land Care. On Thursday afternoons an activity program operates with the support of parents and community members. Most of the activities centre around planting, harvesting and cooking, as well as construction activities with volunteers from the Men's Shed.

In 2021 our class structure consists of 6 Foundation/1 classes, five Year 2/3 classes, three year 4 classes and five Year 5/6 classes. We offer a comprehensive specialist program with students engaging in Performing Arts, Visual Arts, Physical Education, French and Library. A before and after school program is offered daily through Bug a Lugs, an independent company. Private music tuition in keyboard, drums, guitar, violin, cello and trumpet is accessed by a number of students.

To support wellbeing and our culture of high expectations and pride, we implement School Wide Positive Behaviour. We have clear school values, behaviour expectations and a behaviour flowchart.

Our Curriculum work continues to focus on improved teacher practice through a process of Peer Observation and Feedback and Learning Walks. We continue to have a strong focus on the essential learning in Literacy and Numeracy as well as a priority on providing authentic opportunities for student voice through our student leadership program and student Agency through a process of feedback and goal setting. We prioritise strategies that focus on student connectedness, belonging, motivation and engagement. All of our school improvement priority areas are underpinned by our school Philosophy and Values, our school wide Instructional Models and the Du Fours model of Professional Learning Communities in action. Our three Learning Specialists lead our Wellbeing, Literacy, and Numeracy Professional Learning Communities. They aligned their work to our FISO priorities.

Our School has developed close ties to the local community, and enjoys support from our local shops and community services.

School values, philosophy and vision

Woodend Primary School's Statement of Values and School Philosophy 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, integrity and kindness at every opportunity.

Our vision at Woodend Primary School is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy community members.

Our school philosophy statement is:

Together as a school community, we provide a safe, positive, engaging and inclusive learning environment where pride and respect are nurtured.

At Woodend Primary School our respectful, safe and inclusive culture is underpinned by our values. Our school values were designed by our Student Leaders in 2018.

Our values are: Be a learner, Be Safe, Be Kind and Be Responsible

Be a Learner: I actively take part in all school activities.

Be Respectful: I show consideration for the feelings, wishes and rights of others.

Be Responsible: I am trustworthy and I accept the consequences of what I say and do.

Be Safe: I make careful choices to protect myself and others from harm.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.



Engagement strategies

Woodend 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 targeted 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 to ensure that learning programs are tailored to student interests, strengths and aspirations
- teachers at Woodend Primary School use our Woodend Primary School Instructional Model to ensure an explicit, common and shared model of instruction underpinned by evidenced-based, High Impact Strategies 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 Student Representative *Council and other forums including*

year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns

- create opportunities for cross—age connections amongst students through our cross age celebration days, school athletics, cross country and tabloid sports days, clubs, music programs and peer support programs
- All students are welcome to self-present to the Student Wellbeing Coordinator, Year Group Leaders, Assistant Principal and 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Alannah and Madeleine Cyber Safety Program
 - Berry Street Trauma Informed Practices
 - Peer Mediation
 - Play Leaders
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each year level has a staff member responsible for their year, who monitors the health and wellbeing of students in their year, and acts 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
- our Wellbeing Specialist will promote strategies for the development of social and emotional 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 Student Wellbeing Coordinator and Student Support Services
- referral to Child First, Headspace
- Cobaw Community Health
- CASA – Centre Against Sexual Assault
- CAMHS – Adolescent Mental Health
- Navigator
- Lookout

Woodend 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, headspace, child and adolescent mental health services or Child First

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 Plan 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
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Woodend 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 to help identify students in need of support and enhance student wellbeing.

Woodend 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
- referral to DET and community support services

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.

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 Woodend Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Woodend Primary School will implement 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 Year Level Coordinator
- 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 DET Guidelines.

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

Engaging with families

Woodend 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, 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.

Evaluation

Woodend 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

- Statement of Values
- School Philosophy
- Bullying Prevention
- Child Safe Standards

REVIEW CYCLE

This policy was last reviewed and endorsed in February 2021.

This policy is scheduled to be reviewed and updated in February 2023.

DET recommends the review cycle for this policy is every 1-2 years.