

# 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.

Silverton 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.

## CONTENTS

1. School profile and philosophy
2. School vision and values
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile and philosophy

Silverton Primary School, situated in Noble Park North, was designed as an Open Plan School and opened in 1977. It is based on five Open Flexible Learning Centres and specialist facilities, which include a Library, Media Centre, Visual Arts, Gym (half size), Instrumental Music, Dance / Drama Studio, EAL, LOTE - Mandarin, Stem and Science rooms. In 2020 Silverton Primary school had an enrolment of 486 students. There are 190 EAL (English as an Additional Language) students and two ATSI (aboriginal and Torres Strait Islander) students. In 2020 there were 159 equity funded students. The school operates an onsite Playgroup once a week, an OSHcare and School Vacation Care program throughout the year. Our workforce comprises 35.5 full time equivalent teaching staff and 7.5

Education Support Staff. There is a large transient population due to the increase of rental properties in the area and families moving to permanent accommodation in the growth corridors.

Silverton Primary is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which student voice is valued, as is academic achievement, positive relationships and cultural diversity. The rights of all are highly valued and respected.

The school's major focus is on teaching and learning with an emphasis on making the curriculum 'authentic'. Children accept responsibility for their own learning, along with learning through collaboration with peers and adults. Opportunities are also provided for students to pursue personal learning passions and negotiate their curriculum. The development of open-ended 'Inquiry-Based' learning is embedded into the practices across the school and 'Play Based' learning is entrenched in grades Prep-2 through 'Discovery Time'. These approaches build upon the idea that students are actively involved in learning and continually reconstruct understandings in light of experience. It encourages students to participate in active investigation and to integrate, rather than separate their knowledge, as they move from acquisition of facts to the development of deeper understandings.

The students are guided by caring and approachable teachers who are committed to a philosophy of developing a love of learning in all children. Dedicated to professional growth through ongoing professional development, our staff has high expectations of themselves and work collaboratively in Professional Learning Communities to develop comprehensive teaching and learning programs. We strive to accommodate the individual needs of students with tailored programs especially for those students requiring extra assistance or specific extension.

## 2. School vision and values

Silverton Primary is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which student voice is valued; as is academic achievement, positive relationships and cultural diversity. The rights of all are highly valued and respected.

Our school staffing community has developed the following values which are seen as being central to the life of the school:

- Respect - recognising and accepting the differences in ability, race, religion and beliefs of others.
- Honesty - truthfulness and open communication at all times.
- Teamwork- learning together to achieve the best possible outcomes for everyone.
- Learning – developing and acquiring knowledge, skills, values and positive attitudes.
- Responsibility – to be responsible for ones' own actions

The Valuable Learning Habits, the basis of our school Wellbeing program, is designed to inspire students to acquire the following ten habits; to become a thinker, a communicator, an inquirer, a risk-taker, be open-minded, be caring, demonstrate pride in what they do and how they act, be well balanced, be knowledgeable and finally to be reflective of their own and others practices.

### 3. Engagement strategies

Silverton 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 VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Silverton Primary School use an Teaching and Learning 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 Silverton 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 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 School Council. Students are also encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school concerts, athletics, music programs and the buddy program
- All students are welcome to self-refer to the Student Wellbeing Staff members, Team 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
  - Bully Stoppers
  - Safe Schools
  - eSmart
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion; sports teams, recess and lunchtime activities
- buddy programs

#### Targeted

- each year group has a Team Leader who 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 Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace

Silverton 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 ChildFirst
- Re-engagement programs such as Navigator

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

Silverton 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. Silverton 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

#### 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 Silverton Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Silverton 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 the Team Leader
- 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

Silverton 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.

## 8. Evaluation

Silverton 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
- SENTRAL
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

Include links where possible to your related policies including Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards

## REVIEW CYCLE

This policy was last updated on 24/02/2020 and is scheduled for review in February 2022.