

STUDENT WELLBEING & 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.

St Albans 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

St Albans Primary School opened in 1889 in a small cottage. The area is now part of the western suburbs and the school is located within a largely residential area approximately 18 kilometres west of the Melbourne GPO in the municipality of Brimbank.

The student population is currently 327 and is characterised by an SFO index of 0.79 with high LBOTE (including refugees), EMA and transience.

St Albans Primary School has an outpost program of the Western English Language School operating four days a week, there are currently five classrooms.

The school community values education highly and is mutually supportive.

The school operates with composite classes except for two straight Prep classes. In addition to the Principal, the school is staffed by 22 EFT Teachers, a Business Manager, ES staff who work as Learning Support and Multicultural Aides as well as Administration Support.

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

2. School values, philosophy and vision

St Albans Primary School 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, responsibility, resilience and acceptance at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values and School Philosophy is available on our website – www.stalbsps.vic.edu.au

3. Engagement strategies

St Albans 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.

At St Albans Primary School we provide a safe, supportive environment for all students to enable them to achieve success. The school's values of respect, resilience, acceptance and responsibility underpin all learning. Students are encouraged to reach their full potential and take responsibility for their own learning and behaviour.

A summary of the whole of school, targeted and individual engagement strategies used by our school is included below:

Whole school

- 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 including referring them to the school's Community Hub programs
- 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 St Albans Primary School use the Gradual Release 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 as outlined in the Teaching and Learning Handbook.
- teachers at St Albans 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 in school assemblies and communication to parents through the Positive Choices Program
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Positive Choices Program
 - Respectful Relationships
- Counselling, anger management and social skill programs are organised to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- the Wellbeing Manager and the PLT Leaders monitor the health and wellbeing of students in the school, and act as a point of contact for students who may need additional support through referral to the School Support Group and allied health workers
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor (usually the class teacher, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- the Assistant Principal and the Wellbeing Manager 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/supportgroup.s.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, SSSO network staff, DHHS
- Lookout

St Albans 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

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

St Albans Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. St Albans 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 and at transition programs
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families
- referrals from the School Support Group and Western English Language School

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 St Albans Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, St Albans 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 action taken by teachers and other school staff.

Consequences 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. Consequences at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Consequences and restorative practices that may be applied are outlined in St Albans Primary School's Student Management policy.

- reminder about appropriate behaviour
- warning a student that their behaviour is inappropriate
- restorative discussion
- timeout from an activity, group or classroom
- referral to the PLT leader
- referral to school's leadership
- lunchtime detentions
- in school and home 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

St Albans 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:

- Working with St Albans Primary School' Community Hub to deliver a range of parenting programs such as Growing Great Kids, Tuning into Kids, Kinda Kinder
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- ensuring that all parents have access to our school policies and procedures, available on our school website
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in open afternoons/evenings and information sessions around the Australian Education system
- 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

St Albans 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
- behaviour logs
- school reports

- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- [Statement of Values & School Philosophy](#)
- [Bullying Prevention Policy](#)
- [Child Safety Policy](#)
- [Student Engagement Policy](#)
- [Teaching and Learning Handbook - 2019](#)
- [Additional Needs Policy](#)
- [Intervention Policy](#)
- [Yard Duty Supervision Policy](#)

REVIEW CYCLE

This policy will be reviewed as part of the school's four year review cycle.

DOCUMENT STATUS

Reviewed	School Council Ratification	Next Review
School Council Meeting	May, 2019	May, 2023