

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.

Chiltern 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

Chiltern Primary School is a small, rural school, situated in a historic North East Victorian town. In 2018 we had an enrolment of 57 students, consisting of students from 39 families - 26 girls, 31 boys. The staff of Chiltern Primary School take pride in providing a safe and supportive environment with a strong emphasis on student learning outcomes. We provide a range of programs to support & increase student engagement, all the while promoting our core values; Respect, Responsibility, Care & Compassion, Honesty & Fairness, which underpin the success of our students both academically & socially. As a school, our aim is to foster independent & empowered learners who have a strong sense of self-belief and self-worth. We encourage our staff, students & parents to value diversity & promote

the development of the individual, academically, socially and emotionally. We are an inclusive school with a strong moral purpose, where staff know their students, understand their learning needs & ensure each child is engaged in meaningful learning experiences. Staffing in 2018 consisted of one full time Principal, 3 Classroom Teachers, 2 Specialist Teachers (0.2 Music and 0.2 Chinese) and Education Support Staff which includes Student Support, Student Well-being Officer and a Business Manager. Our students had access to Art and Library via the MACC and MARV Van. Our Community Connection Program includes the Chiltern Men's Shed, Community Lunches and Meals on Wheels. We are highly committed to student attendance as we want our students to have every opportunity to access learning. We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of 'School, Family and Community Achieving Together' highlights our commitment to the students and the Chiltern community.

- *The ability to learn and aspire*
- *High Expectations for all*
- *Literacy and numeracy priority learning*
- *Positive interactions with others*
- *A sense of self-worth and pride in our school and our Chiltern Community.*

We value a culture that embeds learning for life through: respect, resilience, responsibility, friendship, and self-belief.

We provide a variety of authentic learning experiences – cooking and gardening.

Our specialists programs consist of Art and Craft, Library, Digital Technologies and Physical Education. Our school has the latest technology including interactive computers, desktop computers, laptops and ipads.

Our school grounds are attractive and well maintained, and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or ride their bike to school. Chiltern Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

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

Chiltern 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.

Chiltern Primary School's vision is to provide an encouraging, stimulating, supportive and engaging environment that fosters learning and enables students to develop the emotional, social, physical and academic skills required to adapt to and contribute to an ever changing world. Chiltern Primary also seeks to ensure that all students, regardless of their ability or style of learning, have the opportunity to reach their full potential in a positive learning environment. We acknowledge that each child has unique interests, needs and abilities and our educational program takes this into account. 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.

Chiltern Primary School's mission:

- is a place of committed, shared values where children learn respect for themselves, others and our environment
- is a place of excellence where children can achieve their full potential in their academic, creative, personal, physical, social and moral development
- fosters a partnership between children, parents, staff and the community as a whole
- sets high standards of learning and celebrates the achievements of each child
- is a caring place where children and adults feel they make a contribution and are valued as individuals
- school, family and community achieving together

Chiltern Primary School's values are:

Respect

- *Self – respect*
- *Acceptance of differences (cultures, beliefs, abilities, opinions)*
- *Feelings*
- *Your own and other's learning*
- *Courtesy and manners*
- *Personal space*

Honesty and Fairness

- *Truthful*
- *Trustworthy*
- *Sincere*
- *Standing up for the rights of others*

Care and Compassion

- *Sharing*
- *Encouraging*
- *Listening*
- *Helpful*
- *Thoughtful*
- *Patient*
- *Forgiveness*
- *Understanding*
- *Inclusion*

Responsibility

- *Own learning, behaviour and communication*
- *Environment: using sustainable practices*
- *Doing your best*

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3. Engagement strategies

Chiltern 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.

Universal

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

- 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
- teachers at Chiltern Primary School use a whole school 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 Chiltern 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 Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers and principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs such as Buddies, Words Their Way and NFA
- All students are welcome to self-refer to the Student Wellbeing Coordinator, classroom teachers 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
- opportunities for student inclusion (i.e. sports teams, clubs and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each year group has a teacher responsible for their year, 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
- Lookout

Chiltern 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

Chiltern 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. Chiltern 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 the school 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 Chiltern Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Chiltern 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
- 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

Chiltern 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

Chiltern 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

REVIEW CYCLE

This policy was last updated on March 2019 and is scheduled for review in March 2020.