

STUDENT WELLBEING AND ENGAGEMENT POLICY

ST ALBANS MEADOWS PRIMARY SCHOOL

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 Meadows Primary 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

St Albans Meadows P.S. was established in 1980 as a core plus school, and has continued to evolve and grow to now have facilities which include 10 permanent classrooms, 4 mod. 5 portable classrooms, 2 mod.2 portable classrooms, 1 mod.5 portable well-being centre, a library, an art room, an auditorium, a basketball stadium, a gymnasium, a kitchen garden centre and a café/library.

The cultural diversity of SAMPS remains relatively high, and whilst this continues to play an important part in the school's ethos, the EAL student profile has reduced slightly from 51% of students speaking a language other than English at home in 2016, to 46% in 2019. There has also been a significant drop in the SFO index from .7326 in 2016 to .6646 in 2019.

Enrolments have grown incrementally each year over the past 4 years from 415 students in 2016 to 473 in 2019. This growth has seen predominantly more educated and higher socio economic families moving into our school, and this is reflected in our lower SFO figure.

Literacy, Numeracy and Science were the key priorities during this period. The Literacy and Numeracy coaches each worked 0.8-time fraction to implement programs, to professionally develop staff, to teach and demonstrate lessons in the classroom, to assist teachers with planning and to collect, collate and interpret data.

A Science coach was appointed to plan and co-teach with those teaching grades Prep to 6, and more recently, Science has been integrated into the Kitchen Garden program for children in grades 4/5 and 6. The school has embedded THRASS (teaching handwriting, reading and sentence structure) into grades Prep to 2, and the LFIN (learning framework in number) into grades Prep to 5.

Performing Arts, Visual Arts, PE, Lote/Italian and library continue to be high profiled curriculum areas. A number of clubs also now operate across the school week and include Chess, Lego, Science, Maths, Art/Lote, Homework and Early Bird readers. Sports clinics and private music lessons are also offered.

Gifted and talented, and literature extension programs, extend and challenge identified students from grades 1 to 6.

The staffing profile at February, 2019 Census Day was 1.0 Principal, 1.8 Assistant Principals, 3.8 Leading Teachers, 26.88 Generalist teachers, 17.8 Education Support Staff, 0.7 Psychologist, 0.2 Occupational Therapist and 0.2 Speech Pathologist.

At SAMPS we aim to identify and develop every child's strength(s), and where necessary, address any challenges. Student well-being continues to underpin our everyday operation.

School values, philosophy and vision

St Albans Meadows Primary Schools focus is on setting high expectations for all students and providing a supportive environment that enhances learning, personal growth and wellbeing.

Our core values consist of:

- Life long learning and success
- A safe and orderly learning environment
- Fairness, honesty and respect
- Continuous improvement

Reflecting the priorities, beliefs, and morals of our local community

1. Engagement strategies

St Albans Meadows 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. Wellbeing underpins everything we do at our school.

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*
- *teachers at St Albans Meadows Primary use The Victorian Curriculum 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 St Albans Meadows Primary 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, Performing Arts committee and within their classroom meetings. 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 school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer 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*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

Targeted

- *each year group has a Year Group Leader/Coordinator, a senior 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

St Albans meadows Primary 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.*

2. Identifying students in need of support

St Albans Meadows Primary 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. Example 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*

3. 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 who can pass onto a school leadership team.

4. 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 Meadows Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, St Albans Meadows Primary 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 Assistant Principal/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.

5. Engaging with families

St Albans Meadows Primary 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.
- 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.

6. Evaluation

St Albans Meadows Primary 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

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards