

# WODONGA SOUTH PRIMARY SCHOOL

## 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.

Wodonga South 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

Wodonga South Primary School (WSPS) is proud of its community spirit; it's caring and nurturing for all, the team work between the staff, students, parents and School Council. The

welfare of all students is paramount. The school aims to provide optimal learning opportunities for every student across all curriculum areas, as outlined in the Victorian Curriculum. Our future vision is to be a family based community of learning, which supports all members in a happy and safe environment. Respectful relationships are the basis of our school community.

Wodonga South Primary School (WSPS) is situated in the Regional City of Wodonga. Our school has a 2019 enrolment of 571 students. The school operates with 25 classes, four foundation classes, eight year one/two classes, 6 year three/four classes and 7 year 5/6 classes. The school has 29 teaching staff with 7 on a part time basis, 3 clerical staff and 20 educational support staff. We currently offer the specialist programs of Visual Arts, Physical Education and as well as leading teachers responsible for whole school personal and social capabilities, literacy and numeracy development.

Our new school campus was completed in April 2011 which is an integral part of the Southern Education Rise Education Centre located at the newly established Whitebox Rise Estate in Wodonga. All decisions with regard to the planning for this new school have been made with the future vision in mind. These new educational facilities include a Maternal Health program, Childcare Program, three year old and four year old Preschool Programs and Primary School. It has state-of-the-art facilities within a community focussed learning community. OOHSC (Out of hours school care) also operates on the site.

Our school is made up of four distinct learning spaces which are:

- Foundation: Discovery Pod
- Grade 1/2: Discovery Pod
- Grade 3/4: Creativity Pod
- Grade 5/6: Innovation Pod

These pods are open planned learning spaces that promotes collaboration between staff members and provide the opportunity to work closely and effectively as a team to ensure we are meeting the needs of all students.

## **2. School values, philosophy and vision**

Our school vision of “Together we discover, create and innovate” ensures that WSPS aims to establish a happy, safe and supportive learning environment where the welfare of all children is a high priority and is maintained as a shared responsibility of the school and the community.

Our motto “Together We Learn” is a whole centre community commitment. It means all children at our centre can achieve success and excellence. We strive to provide a quality education that will enable children to participate and contribute to the community. We want them to become informed lifelong learners and tolerant and responsible citizens. We strive to foster a positive centre environment free of bias and bullying and where children accept and respect the rights and responsibilities of all community members. We encourage

children to develop positive and caring relationships with others. We also encourage children to develop a positive self-image and independence.

Underpinning our vision is the values of learning, relationships, persistence, respect and teamwork. We pride ourselves on working with students to learn and uphold these values on a daily basis. We ask that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We pride ourselves as a school that promotes community recognition and acceptance of the equality of gender, the equality of all races, regardless of their religious or political convictions, their abilities, their age or specific learning requirements. While we believe in equality for all, we also emphasise the value of difference. The following values underpin the beliefs of our community and outlines what is important in guiding our actions: We value the following behavioural expectations in our school environment:

- **Be Safe**
- **Be Responsible**
- **Be A Learner**

### 3. Engagement strategies

Wodonga South 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
- teachers at Wodonga South Primary School use a consistent 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 Wodonga South 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
- student attendance is monitored and attendance improvement strategies are implemented at a whole-school, cohort and individual level
- All students are able to access and engage with the Student Wellbeing and Engagement teacher, School Chaplain, 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
  - Zones of Regulation
- programs, incursions and excursions developed to address issue specific behaviour (i.e. internet safety, resilience and team building)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

### **Targeted**

- each year group has a Positive Climate for Learning Teacher that is responsible for their year, these teachers write, plan, facilitate and deliver the personal and social capabilities planners
- a leading teacher who roll is to monitor the engagement and wellbeing of students in the school, and act as a point of contact for students who may need additional support will liaise with staff and students around these issues
- all Koorie students are connected with a Koorie Engagement Support Officer
- all students in Out of Home Care (OOHC) will be appointed a OOHC teacher to support them with meetings, communication with external services and the creation of an individual learning plan.
- wellbeing staff will undertake 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 Education Plan (IEP) and Behaviour Support Plan (BSP), see: <https://www.wodongasps.vic.edu.au/policies/>
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, NECAMHS and other external services as deemed appropriate
- Lookout

Wodonga South 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 Education 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, 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
- conducting regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

Wodonga South 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. Wodonga South 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
- referrals from staff or families

## 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. When a student acts in breach of the behaviour standards of our school community, Wodonga South 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 a member of the school leadership group
- restorative practices
- BSP 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>

## 7. Engaging with families

Wodonga South 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
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- Including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Wodonga South 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 attitudes to school survey data
- Incidents and wellbeing data from Xuno
- IEPs, BSPs and school reports
- parent survey
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

<https://www.wodongasps.vic.edu.au/>

<https://www.wodongasps.vic.edu.au/policies/>

## REVIEW CYCLE

This policy was last updated on September 2019 and is scheduled for review in September 2021