

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

Echuca East 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
2. School values, philosophy and vision
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

Whatever the background of our students, whatever their abilities and wherever they start from, when they come to Echuca East Primary School, we strive to create a cohesive, inclusive, challenging and supportive learning environment encompassing all members of the school community and based on the school's values of respect, responsibility and resilience.

We are all proud to continually learn through seeking best practice, innovation, reflection, celebration of our achievements, having a safe environment and being open to learning. Echuca East Primary School sets high expectations of our learners, and those learners are fully supported in their journey. Teachers, families, friends and the wider community are encouraged to be part of the learning journey.

We aim to make all feel welcome to come into the school and classrooms, knowing that a strong relationship between home and school is integral to the best outcomes for our students. Children are regularly setting goals, articulating those goals and working towards achieving them in their daily practice.

The school currently operates with a Principal, Assistant Principal, Leading Teacher, and 4 Level Leaders. The school is organised into four levels, Level 1 – Prep; Level 2 – Grades 1 and 2; Level 3 – Grades 3 and 4; and Level 4 – Grades 5 and 6, for the delivery of our teaching and learning programs. Within each level, a strong team ethos exists between staff members which enhance opportunities for all. Evident in all classrooms are clear learning objectives and these are a feature of each lesson that takes place. Explicit teaching and student profiles support student learning.

Specialist programs offered at Echuca East in 2021 include Physical Education, Science, Visual Arts, Health & Circus gymnastics

To further enhance curriculum areas, enrichment programs include: Swimming, Sustainability, House System, Better Buddy Program, School Camps, School and Interschool Sports and other extension groups including Young Leaders, SRC and public speaking. We are constantly looking for additional programs to support the development of our students with a focus on opportunities to develop our independent self-directed learners.

We have a 1:1 BYOD iPad program in grades 3-6 which has proven to be an exciting addition to our school programs. As we move into a future that is dominated by a continually developing, diverse, technologically driven communication age, it is imperative that we as a community protect our children from all forms of abuse, including when online.

Communication is an integral part of great teaching and learning and our staff support children to become good communicators. Opportunities are provided for students to share their learning in many forms. Importance is placed on regular home/school communication in both formal and informal ways.

At Echuca East Primary School we have clear expectations of student behaviour. Classroom agreements are negotiated with the students at the beginning of each year and consistently implemented. Individual and class rewards occur in each classroom for displaying positive learning behaviours and our school values. We support students as they learn to cooperate with each other and know they too, can support and learn from each other along their learning journey. We have developed our School Wide Positive Behaviour Support (SWPBS) Framework and will continue this with integrity.

With a clear vision for our future, Echuca East's teaching and learning community continues to foster an environment that provides a safe, quality, comprehensive education enabling all students to become life-long learners.

2. School values, philosophy and vision

Echuca East 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.

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 is available online at: <https://echucaeastps.vic.edu.au/>



3. Engagement strategies

Echuca East Primary School 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:

- 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
- practices are incorporated into all lessons
- teachers at Echuca East 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
- 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, Level 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
- various programs, incursions and excursions are developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs between Prep and Grade 4 students.

Targeted

- Our school counsellor is responsible for monitoring the health and wellbeing of referral students and act as a point of contact for referral 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 regular student support group meetings.
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups occur each term for PSD funded students and OHC students
- <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Learning Improvement Plan and Koorie Individual Learning Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst, Headspace, Anglicare
- Navigator
- Lookout
- Whole School Behaviour Support Plan

Echuca East 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:
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Echuca East 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. 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

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 Echuca Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Echuca East 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

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

Echuca East 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

Echuca East 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
- attendance data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Echuca East Primary School Policies - Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards are available online at <https://echucaeastps.vic.edu.au/>

REVIEW CYCLE

This policy was last updated in March 2021 and is scheduled for review by September 2022.