



Student Wellbeing and Engagement Policy

Date ratified: November 2020

Review date: November 2021

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.

Aberfeldie 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

Aberfeldie Primary School was established in 1925 and is located approximately 10 kilometres North-West of Melbourne. We have approximately 400 students enrolled from Foundation/Prep to Year Six.

The majority of students are from English speaking backgrounds. The school's cultural mix has become more diverse with increasing numbers of students enrolling from other regions including North Africa, the Middle East, Asia and the Pacific and approximately ten percent of students are coming from families where at least one parent speaks a language other than English.

The school offers a stimulating learning environment that aims to nurture our students so they become resilient, compassionate, adaptable and well-informed members of their community. Students have the opportunity to develop their leadership skills through a range of activities and projects and in taking on the roles of School Captains, House Captains, Junior School Counsellors and Classroom Buddies. These activities also strengthen our students' connection with their peers and local community.

Our specialist programs are Physical Education, Visual Arts and Japanese. The school has an open, engaging Library space that classes can visit. We have a range of buildings, from a new Building Education Revolution building with flexible learning spaces, to buildings where rooms are adjacent to each other so teams can work together in a collaborative structure. Facilities also include a gymnasium, an outside performance space, an oval and eight netball courts, a sensory garden with a vegetable garden and boasts several large playgrounds to cater for all ages. The school grounds are hired by community groups outside of school hours and weekends.

Aberfeldie is implementing the resilience program, Bounce Back, in conjunction with the Department of Education resources; Resilience Rights & Respectful Relationships.

Staff are committed to working in partnership with parents, students and the broader community to provide a supportive and positive learning environment in which students' individual skills and talents are identified, nurtured and extended.

2. School values, philosophy and vision

Aberfeldie 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 **Inclusion, Innovation, Success** at every opportunity.

Our school's vision is:

Students Succeeding Academically, Physically and Socially; supported by innovative teachers and an inclusive community.

5 Positive Behaviours for Students

1. Being a successful learner means you try your hardest at everything.
2. When you are learning, help other people when they need it and do not be afraid to ask for help yourself.
3. Be kind to other students and teachers by caring and listening to what they have to say.
4. At Aberfeldie we work as a team and respect each other's differences.
5. Always be positive with everybody.

Teachers at Aberfeldie Primary School

1. We implement high impact evidence based teaching strategies, ensuring goals are specific to the learner.
2. We provide the knowledge and opportunities to improve the students' physical wellbeing.
3. We provide strategies to help promote resilience and positive mental health through specific programs and daily interaction.
4. We have the capacity to reflect on our current practice and seek opportunities for improvement and growth.
5. We will ensure that all students are heard, valued and included through the belief that all students can progress with their personal growth.

Parents at Aberfeldie Primary School

1. Ensure their children come to school healthy and refreshed through healthy eating, a good night's sleep and a regular physical activity regime.
2. Encourage positive and supportive communication between parents/students and teachers.
3. Encourage and role model positive and pro-social behaviours in our children.
4. Be aware and engaged in what our children are doing at school and at home and provide constructive feedback where appropriate.
5. Get their children to school and collect them from school on time.

3. Engagement strategies

Aberfeldie 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 Aberfeldie Primary School follow the teaching and learning pedagogical model and HITS (High Impact Teaching Strategies) to ensure an explicit, common and shared model of instruction that is evidenced-based and high yield teaching practices are incorporated into all lessons.
- teachers at Aberfeldie 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, school assemblies and to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- encourage and promote punctuality and attendance at school. We communicate to students and families the importance of being present for all school programs to develop and build a balanced curriculum and learning focus for all students
- students have the opportunity to contribute to and provide feedback on decisions about school fundraising through the Junior School Council and other forums, such as student led Resilience Group.
- students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through athletics, music programs and the buddies program
- all students are welcome to self-refer to the Assistant Principal (Student Wellbeing coordinator), Year level coordinators 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 a school wide positive behaviour approach with our staff and students, through our Respectful Relationships and Bounce Back programs and the school based 5 Positive Behaviours.
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities such as; Japanese and Art clubs and Play Pod activities in our Sensory Garden.)

Targeted

- each year level has a Professional Learning Community Leader responsible for their team, who monitors the health and wellbeing and academic progress of students within their cohort
- 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 Education 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 Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Aberfeldie 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, Headspace, 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 Plan 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

Aberfeldie Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All teachers play a significant role in developing and implementing strategies, help identify students in need of support and enhance student wellbeing. Aberfeldie 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
- parent referrals (parents approach the school with concerns).

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 Aberfeldie Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Aberfeldie 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
- Professional Learning Community Leader informed, for further support and strategies
- 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

Aberfeldie 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

Aberfeldie 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
- Compass – logged by teachers
- CASES21
- SOCS

Further information and resources

Bullying Prevention Policy, Inclusion and Diversity Policy, Duty of Care Policy, Concerns and Complaints Policy, Working with Children Policy, Yard and Supervision Policy, Mandatory Reporting Policy, Digital Technologies Policy all located in the [policy section of the Aberfeldie Primary School Website](#).

Review cycle

This policy was last updated on November 2020 and is scheduled for review in 2021.