**POLICY DETAILS**

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| **Policy Title** | Student Wellbeing and Engagement Policy |
| **Approved Date** | 20th August 2021 |
| **Next Review** | In conjunction with the school Principal each year by the elected School Council. |



**Help for non-English speakers**

If you need help to understand the information in this policy please contact the principal on 5789 1234.

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Darraweit Guim PS 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**

Darraweit Guim Primary School has a unique school setting, situated in a valley surrounded by farmland. It is lies between the towns of Wallan and Romsey and is located in the Macedon Ranges shire. The staff take pride in providing a safe and supportive learning environment with a strong emphasis on student learning outcomes and inclusion. We plan to continuously endeavour to improve teacher efficacy and enhance the buildings and grounds to provide an environment that is stimulating for our students to develop academically, socially and emotionally, however having being faced with dealing with and managing COVID 19 and remote learning we became flexible in the way we planned to achieve these goals. Our school vision is to develop a dynamic, sought after school where students are at the centre and purpose of all that we do. To prepare students to pursue their goals, interests and aspirations through offering a teaching pedagogy reflective of contemporary learning and a range of extra curricula activities to cater for individual and holistic learners. We provide a welcoming, orderly, caring and stimulating learning environment that is built on respect and honesty. We commit to having a shared responsibility to the success and wellbeing of all members of our school community. Our core values are RESPECT, HONESTY, WILLING TO LEARN AND CARING ensure a secure learning environment. Our dedicated staff which include the principal, three full time classroom teachers, two part time specialist teachers – (Auslan and Garden-to-Kitchen program), two part time education support staff members and a part time business manager, are committed to preparing every student to achieve his/her future goals and aspirations. An average enrolment of 32 students was maintained across the four years. There is a low ethnic or cultural diversity within the school and there are two students enrolled with a Koori background and two students funded through the Program for Students with Disabilities (Category - Autism). Alongside these students, we have a further nine other students with special needs. Our intent is to: • Develop self-motivated learners with strong academic skills and capabilities across the curriculum, building teacher capacity and deepen their understanding of teaching and learning. • Develop student voice and ownership in the learning and behaviour. • Strengthen school and community partnerships to enhance learning growth, confidence, engagement and achievement of all students. • Foster a vibrant community that supports student resilience and wellbeing in an inclusive, safe and stimulating environment. Our rationale is: • If students have ownership over their own learning, and school processes and practices encourage them to be independent thinkers, the learning confidence and high aspirations for their futures will be enhanced. Darraweit Guim Primary School (0878) - SchoolProfileAndMethodology Page 3 • If we implement purposeful and clearly defined partnerships with all stakeholders, then the academic performance of all students and the confidence of the community with increase. • If preventative programs and social and emotional learning is integrated in learning, student resilience and wellbeing will be fostered. We acknowledge that education extends beyond the school where families, local sporting clubs and community members have a significant impact on the emotional wellbeing and success of our children. Hence, we have built strong partnerships with the school community, especially throughout the remote and flexible learning period. We regularly sought feedback from parents and introduced weekly check-in sessions via WebEx. Where it was possible, the school had a positive physical presence in the community and engaged in community events that promote our school and build connections with families and locals. Students are encouraged to reach their potential through a stimulating, challenging curriculum and school environment. Social and cultural acceptance of everyone and a close family atmosphere has enabled students, staff, council and community to interact creatively and positively. Programs and practices have been being evaluated to ensure that they cater for individual differences, strive to bring out the best in every student and recognise and support students’ academic, creative and sporting talents.

1. **School values, philosophy and vision**

Darraweit Guim 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 **PHILOSOPHY** is to build foundations for life for every student. We aim to empower every student to reach their personal best and ensure all students leave school with a practical understanding of the curriculum.

**VISION:**

To develop a dynamic, sought after school where students are at the centre and purpose of all that we do.

To prepare students to pursue their goals, interests and aspirations through offering a teaching pedagogy reflective of contemporary learning and a range of extra curricula activities to cater for individual and holistic learners.

We commit to having a shared responsibility to the success and wellbeing of all members of our school community.

**VALUES**

Our purpose in underpinned by our values:

* RESPECT- Build and maintain respectful relationships with students, staff and the school community.
* HONESTY- Be a responsible and trustworthy school community member.
* CARING- Be accepting, helpful and cooperative of others to create a safe and supportive learning environment.
* WILLING TO LEARN- Have high expectations for academic learning, have positive involvement in all school activities and willingly take on challenges.

1. **Engagement strategies**

Darraweit Guim 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 Darraweit Guim Primary School use an 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 Darraweit Guim 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 Student Representative Council and other forums including year group meetings and Peer Support Groups. 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, School Nurse 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
  + Kimochi’s
* programs, incursions and excursions 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, peers support programs

Targeted

* 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 a Student Support Group (SSG) 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*](https://www2.education.vic.gov.au/pal/student-support-groups/policy)
* [*Individual Education Plans*](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy)
* [*Behaviour - Students*](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [*Behaviour Support Plans*](https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans)
* [*Student Support Services*](https://www2.education.vic.gov.au/pal/student-support-services/policy)

as well as to other Department programs and services such as:

* [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx)
* [*Mental health toolkit*](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mentalhealthtoolkit.aspx)
* [*headspace*](https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/headspace-counselling-secondary.aspx)
* [Navigator](https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/navigator.aspx)
* [LOOKOUT](https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx)

Darraweit Guim 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
* 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.

1. **Identifying students in need of support**

Darraweit Guim 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. Darraweit Guim 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

1. **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.

1. **Student behavioural expectations and management**

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 Darraweit Guim Primary School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Darraweit Guim Primary School will institute a staged response, consistent with the Department’s policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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 support and intervention meetings
* suspension
* expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

* <https://www2.education.vic.gov.au/pal/suspensions/policy>
* <https://www2.education.vic.gov.au/pal/expulsions/policy>
* <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Darraweit Guim Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

1. **Engaging with families**

Darraweit Guim 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.

1. **Evaluation**

Darraweit Guim 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, including attendance and absence data

Darraweit Guim Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

**Communication**

This policy will be communicated to our school community in the following ways:

* Available publicly on our school’s website [uEducateUs]
* Included in staff induction processes
* Included in transition and enrolment packs
* Included in student diaries so that it is easily accessible to parents, carers and students
* Included as annual reference in school newsletter
* Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

* [Suspension process](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

**Further Information and Resources**

[Statement of Values and School Philosophy](file:///\\0878-FSPS\Staff%20Public\Policies\Simon%20working%20folder\Statement%20of%20Values%20&%20School%20Philosophy%202021.doc)

[Bullying Prevention](file:///\\0878-FSPS\Staff%20Public\Policies\Simon%20working%20folder\Anti-bullying%20Policy%20and%20Procedure%202021.docx)

[Child Safe Standards](file:///\\0878-FSPS\Staff%20Public\Policies\Simon%20working%20folder\CHILD%20SAFE%20STANDARDS\2\Child%20Safety%20Policy%20%20(Standard%202).docx)

**Policy Review and Approval**

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| Policy last reviewed | 22/10/2021 |
| Consultation | Consultation with School Council on 16th August 2021 |
| Approved by | Principal |
| Next scheduled review date | 16th August 2023 |