

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 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

POLICY

1. School Profile

Echuca Primary School is located on the VIC, NSW border, some 226 km north of Melbourne. The school backs onto the Campaspe River and is located in the centre of the town. The school has an enrolment of 565 students ranging from Grade Prep to Grade 6. The school is well supported by a specialist program that consists of LOTE (Indonesian) Physical Education, Science, Library and Performing Arts. In 2018, the school employed a Welfare Officer to support the individual needs of students.

Student Wellbeing and Engagement Policy

2. School values, philosophy and vision

Echuca 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 –

- respectful – Treat others with consideration and regard, respect yourself and others
- responsible – Be accountable for your own actions and resolve differences in a constructive manner
- resilient - Always doing your best and bouncing back when challenged.

Our school's vision is to develop well-rounded students who have every opportunity to gain all the skills and attributes needed to contribute significantly to our future society. As well as the provision of a strong academic program complemented by rich programs promoting creativity, the arts, physical activity, healthy living and languages, the school is committed to building community and social capital.

At the heart of our school ethos is a desire on everyone's behalf to work together as a team. There are strong relationships between staff and students and staff and parents.

3. Engagement strategies

Guiding Principles

Echuca 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:

- 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

Student Wellbeing and Engagement Policy

- teachers at Echuca 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 SAT Team and other forums including year group 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Restorative Practices
 - Circle Solutions
- 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.

Echuca Primary School will aim to achieve our purpose by providing an education which:

- is innovative, engaging and challenging
- encourages personal goal setting, high expectations and positive attitudes towards learning
- implements a curriculum based on point of need teaching and learning
- integrates explicit focus on traditional school values to build personal and interpersonal relationships
- is linked to a supportive learning culture within the school community.

Student Wellbeing and Engagement Policy

As a result:

- every student is a successful learner and possesses a well- rounded knowledge of the core disciplines
- students feel safe, happy and eager to learn
- students are resilient and community-minded
- students leave our school as socially responsible citizens and motivated independent learners
- creative teaching approaches are applied, which provide a broad range of learning opportunities
- the wider community remain engaged within the school learning community.

Targeted

Student behaviour will be enhanced through the implementation of the School Wide Positive Behaviour Intervention and Support Framework. Staff will also access programs such as **RESTORATIVE PRACTICE** and **CALMER CLASSROOMS** to support the wellbeing of their students.

By increasing each child's self-esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- **behavioural** engagement - a student's participation in education, including academic, social and extra-curricular activities of the school
- **emotional** engagement – a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness
- **cognitive** engagement – a student's investment in learning and their intrinsic motivation and self-regulation.

Behavioural Engagement is promoted by:

- explicit teaching of the school values and the Behaviour Expectation Matrix
- acknowledging and rewarding positive behaviours
- ensuring staff are familiar with and use the Student Reinforcement Matrix
- ensuring staff follow the Behaviour Flowchart when responding to and managing student behaviour
- providing a Buddy Program across the school
- providing alternate lunchtime activities/spaces.

Emotional Engagement is promoted by:

- explicit teaching of the school values as a part of Interpersonal Learning
- involving students in the development of the Expectation Matrix
- promoting 'emotional intelligences' through CIRCLE SOLUTIONS- Emotional Literacy- Sue Roffey
- providing opportunities for co-operative group activities
- providing a Buddy Program across the school
- providing an opportunity for the Student Action Team to assist in the organisation and promotion of school events and activities
- providing student leadership opportunities
- providing opportunities for students to present items at assembly.

Echuca Primary School

a: High Street ECHUCA VIC 3564 p: 03 5483 0700 f: 03 5483 0777
e: echuca.ps@edumail.vic.gov.au w: www.echucaps.vic.edu.au abn: 89 499 300 463

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Cognitive Engagement is promoted by:

- providing learning opportunities that are stimulating, challenging and relevant
- catering for individual learning styles and differences
- making connections to real life experiences
- planning excursions and incursions to extend work completed in the classroom
- planning and organising school camps to broaden student experiences
- providing Special Needs Support - Learning Intervention and Learning Enrichment (Prep to Year 6)
- integrating Digital Technologies throughout the curriculum
- promoting communication through ILP's/KILP's where appropriate.

Programs at Echuca Primary School are designed to develop respectful, responsible and resilient students through a culture of positive behaviours.

Across Whole School	Class Levels	Community / Parent linked
Circle Solutions & Community Conferences	Leadership Program –Yr. 6 Student Action Team	Transition Information Sessions
School Assembly and Awards- Student of the Week, Values Wrist Bands, Pencils	Learning spaces conducive to learning	Whole school/community activity days
Differentiated Curriculum	Reading Recovery Gr 1	Parents and Friends Committee
Attendance phone calls – 2 days consecutive	SPORTS Program at level and across schools, zone and state level	Supporting local ceremonies Anzac Day & Reconciliation Day, NAIDOC Week
Student Central Tracking - Compass	Athletics	Open Math mornings
Excursions	Swimming Program	Literacy & Numeracy Week activities
Daily Fitness Program	Camps Program	
Integration Support Program		Ride To School Days
Health & Human Relations Program	Transitions: Preschool-Prep, Yr. 6-7 & within the school	'One and All'- Inclusion Project
Arts Program	Public Speaking – Yrs. 3/4 and 5/6	Clean Up Australia Day
Digital Technology Rich Environment	Jam Band	Parent Helpers
Drug Education	School Choir	Parent/Teacher Interviews
Student Action Team	CLUBS Programs	
Asthma Education Program	Tutoring	Work Experience
MUSIC Incursions	Buddy Programs	Parent Information Sessions
Life Education		
Sun Smart Program		Book Week
Cultural Days		CCLLEN School Friendly Business
Green Team		

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Student Wellbeing and Engagement Policy

Individual

Echuca Primary School implements a range of strategies that support and promote individual engagement. These may 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 Child First
 - 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
 - in addition, with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Echuca Primary School is committed to providing the necessary support to ensure that our students are supported intellectually, emotionally and socially. The Principal, Assistant Principal, Engagement and Wellbeing Coordinator and the school Welfare Officer play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Echuca 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

Student Wellbeing and Engagement Policy

- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers.

5. Student rights and responsibilities

Every member of the Echuca Primary School Community has the right to participate in an educational environment that is safe, supportive and inclusive. The school provides a positive culture and environment free of discriminatory behaviour- including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-bullying, vilification, violence, intimidation abuse and exclusion. Everyone deserves to be treated with respect and dignity.

We adhere to the principles of:

The Equal Opportunity act

<http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm>

The Charter of Human Rights and Responsibilities Act 2006, which sets out 20 rights that reflect the following four basic principles: FREEDOM RESPECT EQUALITY DIGNITY

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>

The Disability Standards for education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Rights

Students	Teachers/Staff	Parents/Carers
<p>Students have the right:-</p> <ul style="list-style-type: none"> • to work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • to play and learn happily without interference from others • to be accepted and valued as an individual • to be treated and spoken to fairly and respectfully • to have equal access to school facilities and equipment • To fully participate in the school's educational program. 	<p>Staff members have the right:-</p> <ul style="list-style-type: none"> • to be treated with respect • to be able to perform duties without harmful and disruptive influences • to work in a safe, pleasant and harmonious environment • to be supported by the family in the education of their child. 	<p>Parents and Carers have the right:-</p> <ul style="list-style-type: none"> • to know that their children are in a safe, happy, learning environment where they are treated fairly and with respect • to work in partnership with the school to support their child's education • to expect a positive and supportive approach to their child's learning.

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Student Wellbeing and Engagement Policy

Responsibilities		
Students	Staff	Parents/Carers
<p>Student responsibilities are:-</p> <ul style="list-style-type: none"> to contribute and be involved in learning situations to be thoughtful, respectful and courteous towards others to ensure they enhance the learning opportunities of others to be positive ambassadors for our school: travelling to and from school, on excursions, camps, special events, etc. to make a positive commitment to doing homework to respect the rights of teachers, fellow students, school support staff, ancillary staff and visiting community members to follow class and school expected behaviours to contribute to the school's clean and healthy environment to maintain school standards of dress in accordance to the uniform and 'Sun Smart Policy'. 	<p>Staff responsibilities are :-</p> <ul style="list-style-type: none"> to maintain and contribute to a school climate where all students have the opportunity to learn and play happily in a positive environment to provide opportunities for all students to experience personal success to develop positive values within students To treat all students equally and respectfully to communicate regularly with parents/carers about their child's education and behaviour to continually evaluate student learning, management and teaching practice. 	<p>Parent & Carers responsibilities are:-</p> <ul style="list-style-type: none"> to promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours to ensure their child attends school regularly and is punctual to engage in regular and constructive communication with school staff regarding their child's development to support the school in maintaining a safe and respectful learning environment for all students to inform teachers of any relevant medical and family situations.

Shared Expectations

Echuca Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are positive behaviours that are encouraged and rewarded within our school community.

Student Wellbeing and Engagement Policy

The values of the Echuca Primary School community are demonstrated by the following shared expectations and behaviours:

Respectful

- we value ourselves and others, use appropriate social manners, and look after our own and others' property and the wider environment
- we treat others, as we would like to be treated
- we listen attentively, with our eyes, ears and heart
- we work, learn and play in an environment of mutual respect
- we value individual and collective diversity
- we play and work safely at all times.

Responsible

- we accept responsibility for our own learning and the learning of others
- we take responsibility for our own behaviour and understand the logical consequences that follow
- we will endeavour to be self-motivated learners
- we take care of our own and others personal property and space.

Resilience

- we take pride in our classroom where we actively participate and strive for personal best
- we persist with challenges
- we work together to fix problems
- we bounce back with a positive mindset.

Expectations - Staff

Engagement

The school leadership team will:

- ensure the school complies with its duty of care obligations to each student as well as its obligations under the child safe standards
- collaborate with the school community to develop policies and procedures consistent with its values and aspirations and the DEECD Guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers will:

- develop learning opportunities to engage all learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students and their families
- provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with DET procedures school staff will:

- promote regular attendance with all members of the school community

Student Wellbeing and Engagement Policy

- monitor and follow up on absences and late arrivals.

6. Student Behavioural Expectations

Echuca Primary School will support and promote positive behaviours by developing and implementing a Positive Behaviour Intervention and Support Framework. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. We are committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Echuca Primary School will:

- use the Student Engagement Policy and the Positive Behaviour Framework as a basis for supporting student behaviour
- explicitly teach school values and positive behaviours
- employ behaviour management strategies that reflect the positive behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate / supportive atmosphere with other school staff to share strategies and assist each other to reflect on one's own behaviour management approaches
- involve appropriate specialist expertise where necessary.

Expectations – Student Engagement

All students are encouraged to:

- respect, value and learn from the differences of others
- have high expectations of themselves and their learning
- reflect on and learn from their own differences
- actively participate in a broad range of school activities.

Attendance

All students are expected to attend school every day. If students are unable to attend, an explanation from their parents/carers must be provided to the school. Students should arrive at school on time and ready to learn.

Behaviour

Students are expected to:

- support each other's learning by behaving respectfully and positively

Student Wellbeing and Engagement Policy

- have high expectations of themselves and others
- be considerate and supportive of others
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students are not positive behaviours
- be aware of the Expectation Matrix and Behaviour Flowchart.

The restorative practices approach is used to address student behaviour in order to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy.

The students understand the steps in the restorative process that include responding to the following questions:

- 1. What happened?**
- 2. What were you thinking at the time?**
- 3. What have you thought about since?**
- 4. Who was affected by this behaviour? In what way?**
- 5. What do you think you need to do to make things right?**

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. 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.

When a student acts in breach of the behaviour standards of our school community, Echuca 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 fairly applied 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 Principal or Assistant Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Student Wellbeing and Engagement Policy

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. Engagement with Families

Echuca 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
- providing parent volunteer opportunities so that families can contribute to school activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Expectations – Parents/Carers

Engagement

- Parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student - parent - teacher meetings, student activities, school celebrations, student support groups.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

- Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavours both in and out of school.

8. Evaluation

Echuca 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

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Student Wellbeing and Engagement Policy

- parent survey
- CASES21
- SOCS

REVIEW CYCLE

This policy is part of 4-year review cycle. It was last reviewed in 2019.

