

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.

Woodlands 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

Woodlands opened at the beginning of the 1996 school year with an enrollment of 121 children. Our school quickly established itself as a highly effective school and leader in the provision of quality educational programs.

In 2021 we have grown to 914 children. Quality educational programs that focus on the development of the total child are a feature and continued professional growth and commitment ensures future success.

Woodlands is an integral part of the Langwarrin community and involvement from parents and community groups is encouraged. It will always be the aim of the school to provide the best possible education for the children with all children given the opportunity to achieve their own level of excellence. At Woodlands we provide the best possible education for every student in an exciting, challenging and rewarding environment. We are at the leading edge of learning with committed, talented staff who maintain the highest standards of knowledge, skill and care for students. We believe that we are at the centre of educational service in the community, sharing facilities and a commitment to a learning network from Preschool to Year 6 and beyond. Woodlands provides a comprehensive curriculum developed through planned learning programs which encompass all stages of learning.

In 2017, Woodlands Primary School partnered with Langwarrin Primary, Langwarrin Park Primary and Elisabeth Murdoch College to create the Langwarrin positive education network. The creation of the THRIVE program promotes a focus on actions that each member of the school community can do to foster their own wellbeing. This program continues to become embedded in the culture of Woodlands Primary School, and is widely promoted through signage, behaviour management approach, excellence awards, classroom content, and the language used throughout the school.

At Woodlands we aim to provide a caring environment that will enhance learning, personal growth and wellbeing for all students. We are committed to meeting the individual needs of all students and ensuring that each child reaches their full potential.

2. School values, philosophy and vision

Woodlands 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, alongside our school values of loyalty, endeavour, friendship and perseverance.

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.

3. Engagement strategies

Woodlands 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 that may be 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 Woodlands Primary School use a consistent instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yield teaching practices are incorporated into all lessons
- teachers at Woodlands 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
- monitoring of student attendance and implementation of 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. Students are also encouraged to speak with their teachers, wellbeing team, leadership, Assistant Principal and Principal whenever they have any questions or concerns.
- creation of opportunities for cross—age connections amongst students through school plays, athletics, music programs, Buddies, and peer support programs (e.g. Play Leaders)
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group 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, which includes programs such as THRIVE
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each teacher will monitor the health and wellbeing of students in their grade/year, and seek the involvement of wellbeing coordinator or leadership for additional support and/or to act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care have a Learning Mentor, have an Individual Learning Plan, regular Student Support and will be referred to Student Support Services for an Educational Needs Assessment if required
- 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

- Individual Learning Plan
- Behaviour Support Plan
- Student Snapshots
- Program for Students with Disabilities
- Referral to Student Wellbeing Coordinator
- Referral to Student Support Services
- Referral to Counselling services

- Referral to Orange Door
- Lookout

Woodlands 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/or 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 youth and family services, other allied health professionals, child and adolescent mental health services or Orange Door

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 where appropriate
- running regular Student Support Group meetings for all students:
 - funded under the Program for Students with Disabilities
 - in Out of Home Care
 - of Aboriginal and Torres Strait Islander backgrounds
 - with other complex needs or disabilities that require ongoing support and monitoring (where appropriate).

4. Identifying students in need of support

Woodlands 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 that help identify students in need of support and enhance student wellbeing. Woodlands 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
- behaviour 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
- referrals from external agencies (for example, Child Protection).

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 and THRIVE program. Student bullying behaviour will be responded to consistently with Woodland Primary School's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Woodlands 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
- withdrawal from classroom to alternate space (e.g. to another classroom)
- withdrawal from the playground
- referral to Leadership
- restorative practices
- time outs
- 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

Woodlands 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:

- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with 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

Woodlands 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 (Compass)
- school reports
- parent survey data
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES:

Also refer to:

- Statement of Values and School Philosophy
- Bullying Prevention Policy

REVIEW CYCLE:

This policy was last updated February 2021 and is scheduled for review in February 2023.

Approved by the school council in March 2021.



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BE YOUR BEST