



EYNESBURY
PRIMARY SCHOOL

Student Wellbeing and Engagement Policy

Draft – January 2021



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.

Eynesbury 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

Eynesbury Primary School is located on 3.5 hectares of land at Eynesbury Road, Eynesbury 3338. The construction of Eynesbury Primary School was completed in late 2020, with provision of modern and architecturally designed facilities, including an administration building, two Learning Neighbourhoods, Sports and Performing Arts Spaces and a Science/Art and Technology building. The school caters for enrolments from F-6 with a projected enrolment capacity of 475.

Eynesbury Primary School's objective is to ensure that all students will attain the knowledge and learning traits that will enable a lifelong love of learning and the disposition and capacity to engage critically and confidently within Australian society.

2. School values, philosophy and vision

Eynesbury 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 mission during this foundation period is to create a school that will ensure the learning and achievement of every child and to empower young people and their community to work together in this pursuit.

Students at Eynesbury Primary School will become creative and critical thinkers, empowered to positively impact both their school and their community.

They will work in partnership with their teachers to monitor their progress, identify their next point of challenge and collaborate positively with their peers.

Eynesbury Primary School will maintain high expectations for all students, underpinned by an aspirational learning culture based on evidence, best practice and inclusion.

Our founding values are **Excellence, Integrity, Community** and **Kindness**:

*We will embrace high expectations for ourselves and our community and strive for **excellence** in all endeavours*

*We will act according to our values, demonstrating **integrity** through honesty and trust in each other*

*We will come together as a learning **community** of students, teachers and families in a way that represents the hopes and aspirations of the Eynesbury township*

*We will demonstrate **kindness** towards each other and to ourselves.*

3. Engagement strategies

Eynesbury 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. These strategies are underpinned by our commitment to an engaging learning program focused on the needs and progression of each individual student and monitored through the implementation of the Professional Learning Community and Response-to-Intervention frameworks. The school is also committed to the philosophies and strategies outlined by both the School-Wide Positive Behaviour in Schools framework and the Respectful Relationships curriculum.

As a new school, the leadership team is conscious of the need to engage students and build a supportive school culture, and will do this through the following initiatives;

- Organisation of students in 'Learning Communities' in order to foster collaboration and interdependence
- A transition from early years to Prep program
- Cross year level activities including intra-school sports days, assemblies, student performances and end-of-year celebration days
- A buddy system connecting senior and junior years students to build confidence in movement across school grounds and further student connectedness
- A consultation process allowing students an opportunity for input into the school's values and culture.

- Encouraging student voice through participation in student *councils*.
- Encouraging participation in extra-curricular activities such as music programs, gardening and cooking programs and sports programs.

Considering the school's location in a new estate, the school leadership will develop activities to build local community engagement, including:

- Engaging with local early childhood centres
- Establishing a Parents and Friends Committee
- Opening opportunities for parents to provide reading support to students
- Engaging with local community groups and participating in community events

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
- deliver a broad curriculum including integrated studies and specialist programs such as Physical Education, Performing Arts, Art and STEM to ensure that students are exposed to subjects and programs that are tailored to their interests, strengths and aspirations
- supporting teachers to employ the e5 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
- supporting teachers to 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
- incorporating our school's Statement of Values into our curriculum
- promoting our school's Statement of values to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents, particularly as they relate to behaviours that model and promote our school values
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- provide students with 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
- welcome and encourage students to self-refer to the Student Wellbeing Coordinator, School Nurse, 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:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools

- deliver programs, incursions and excursions developed to address issues specific behaviour (i.e. anger management programs)
- provide opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- develop and implement buddy and peers support programs

Targeted

- the Assistant Principal is the designated Wellbeing Officer, who monitors the health and wellbeing of students across the school and acts as a point of contact for students who may need additional support
- all students have access to a qualified mental health professional
- connect all Koorie students with a Koorie Engagement Support Officer: all Koorie students will have a targeted individual learning plan and an assigned learning mentor
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning 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
- teachers will be trained in Mental Health First Aid and will apply this learning to support students suffering anxiety and other related issues

Individual

- Student Support Group meetings for those students who are funded under the Program for Students with Disabilities, as well as for Koorie students and on a needs basis for students presenting with difficulties or deemed to be at-risk
- Individual Learning Plan
- Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace or DHHS where necessary
- Lookout

Eynesbury 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 within the classroom to support students
- referring students 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:
 - 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

Eynesbury Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our teachers and other staff responsible for student health, safety and wellbeing play a significant role in developing and implementing strategies that help to identify students in need of support and enhance student wellbeing. Eynesbury 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, intervention, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Eynesbury Station Primary School will use the following strategies to ensure that the student wellbeing needs of all students transferring into Eynesbury Station Primary School are supported:

- Students from a government school will have their data automatically transferred via CASES21. See: [Policy Advisory Library – Student transfer information](#).
- Students transferring from non-government schools will have to complete an enrolment form.
- Eynesbury Station Primary School will request reports and a transition statement from the previous school/s including information on any foreseeable risks (if applicable).
- If required, interviews with prospective students and families will be held to understand student needs and to support transition.

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
- maintain high expectations for the behaviour and performance of themselves, their peers and their community
- demonstrate respect for self and others
- respect the human rights of others
- respect the right of others to learn.

Students (and their families) 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 behaviour that is deemed to be outside of these expectations will be responded to consistently in accordance with school and Department of Education policies, processes and guidelines. Student bullying behaviour will be responded to consistently in accordance with Eynesbury Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Eynesbury 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. Corporal punishment of any form is prohibited as a disciplinary measure.

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. This may include the explicit teaching of appropriate and/or positive behaviours in accordance with our adherence to the SWPBS framework. 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
- referral to the Assistant Principal or Principal
- restorative practices including conversations with aggrieved parties
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in particular 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.

As per Department policy, all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Eynesbury 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
- 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

Eynesbury 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
- SOCS

FURTHER INFORMATION AND RESOURCES

- Student Wellbeing and Engagement
- Expulsions
- Policy and Advisory Library
- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Standards
- Duty of Care Policy
- Yard and Supervision Policy

REVIEW CYCLE

This policy was last updated on 22 October 2020 and is scheduled for review in September 2022.

Date: DD/MM/YY

Date for review: DD/MM/YY