



Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Traralgon (Stockdale Road) Primary School on 03 5174 1607 or traralgon.ps.stockdale@education.vic.gov.au.

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.

Traralgon (Stockdale Road) 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, where student participation is encouraged and valued, 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.

POLICY

School profile

Stockdale Road Primary School is in the city of Traralgon, the largest city in the Latrobe Valley and is approximately 160km east of Melbourne. The school is one of four government schools in Traralgon and has an enrolment of approximately 500.

The students are organised into 7 year levels, from Prep to Year 6. Each year level is resourced with at least three teachers, each assigned to a class of students and a number of education support staff, providing support and/or intervention for individuals or small groups of children. The school is also resourced with a fulltime principal, two assistant principals, a part time first aid officer, a full time wellbeing officer and four learning specialist teachers. There are four specialist teachers who offer students at each level Physical Education, The Arts and Digitech.

The physical layout of the school sees the 23 classrooms located in clusters, interwoven with a variety of outdoor play areas, including an oval, mini golf course, play pod and 'mound'. Students and teachers in each learning area have access to either internal or external shared learning areas. The school library is located in the middle of the BER building offering easy access for all. The school also has a dedicated Art room, Digitech lab and two dedicated indoor common areas known as the Multi-Purpose room and the Hub.

The school has embraced the guiding principles of Professional Learning Communities (PLC), which has involved all staff engaging in extensive professional learning. This professional learning has focused on understanding the guiding principles of Professional Learning Communities, learning by doing to develop an understanding of how to operate as an effective professional learning team, strengthening staff understanding of the curriculum and the development of Essential Learning Standards in the focus area of Mathematics. Developing an understanding of the sequenced development of mathematical concepts has also been a focus and initial exploration has begun

into explicit instruction and specific teaching strategies focusing on repetition and spaced practice in mathematics. Teaching staff currently work in Professional Learning Teams (PLT) that are led by team Facilitators. These teams are timetabled to meet weekly and are supported by an Instructional Leader, who has the role of coaching and mentoring the Facilitator.

Our students have the opportunity to participate in a range of extra curricular activities including a swimming program for Year 1 & 2 students, camps and excursion program, house sports, perceptual motor program (PMP), school concert, and both individual and team sports at a District, Division, Region and State level.

Students also have the opportunity to take on leadership roles within the school community. Student leadership roles include School Captains, Enviro Leaders, Transition Leaders, and Junior School Council representative, Activity Leader, House Captain, and Library Leader. Both their peers and staff are involved in the process for electing student leaders, with all elected students participating in a full day leadership program at the beginning of the school year.

The school's wellbeing officer works in conjunction with network student support services staff, a range of community agencies and allied health professionals to provide individualised support for our students.

School values, philosophy and vision

Stockdale Road Primary School's mission and vision is to build strong relationships with students, families and the community and to demonstrate excellence in teaching and learning.

Stockdale Road Primary School's philosophy reflects a developmental, child centred approach that is anchored in the personal interest of each child. The school seeks to educate the whole child by nurturing their cognitive, linguistic, physical, social and emotional growth.

Students demonstrate our school values by understanding and demonstrating our School Promise.

Our Statement of Values and School Philosophy is available on our school website.

Wellbeing and Engagement strategies

Traralgon (Stockdale Road) Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated, and 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 Stockdale Road Primary School use evidenced-based, high impact teaching strategies in all learning sessions
- teachers at Stockdale Road 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 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
- 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 School Captains, Junior School Council and classroom discussion. Students are also encouraged to speak with their teachers, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through whole school sport and celebration days.
- all students are welcome to self-refer to their classroom teacher, Student Wellbeing Officer, 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
- individual Learning Plan and Behaviour Support Plan for students where required
- referral to Student Welfare Coordinator and Student Support Services

Targeted

Stockdale Road Primary School implements a range of strategies that support and promote individual engagement. These 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*

Individual

Traralgon (Stockdale Road) 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
 - 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
- engaging with our regional Koorie Engagement Support Officers
- 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.

Identifying students in need of support

Stockdale Road 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. Stockdale Road 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

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. Further information about raising a complaint or concern is available in our Complaints Policy.

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 Stockdale Road Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Stockdale Road 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:

- discussion with a student informing them 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 Principals or Principal
- restorative practices
- 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 Traralgon (Stockdale Road) Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Engaging with families

Stockdale Road 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.

Evaluation

Traralgon (Stockdale Road) 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
- SOCS

Traralgon (Stockdale Road) 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:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- 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](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with following policies on the Department's Policy and Advisory Library (PAL):

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	12 th of September 2022
Consultation	School Council: 12.09.22
Approved by	Principal
Next scheduled review date	Before August 2024