



SCORESBY PRIMARY SCHOOL

Student Wellbeing and Engagement Policy

2021

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.

Scoresby 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

- School profile
- School values, philosophy, and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

POLICY

1. School Profile

Scoresby Primary School was established in 1872 and is located approximately 30 kilometres east of Melbourne. We have approximately 220 students enrolled from Foundation to Year 6 and approximately 30 school staff members including and chaplain.

Most students that attend our school live locally, Scoresby Primary School has developed close ties to the local community and enjoys support from our local shops and community services. Our school is culturally diverse with 41% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin and Cantonese), Sinhalese, Hindi, and Gujarati. We are proud of our diversity and inclusive school community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School Values, Philosophy And Vision

Scoresby 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 the school community are encouraged to live and demonstrate our core values of Honesty, Excellence, Acceptance, Respect and Trust (HEART) at every opportunity.

VISION

Scoresby Primary School's Vision is:

*Our teachers put students at the core of their teaching, working in **collaboration** to deliver **engaging and innovative** programs. Scoresby PS fosters strong **relationships** between staff, students and the broader community guided by our H.E.A.R.T. values.*

MISSION

Scoresby Primary School's mission is to *provide an **inclusive** environment that empowers all students to become **confident, successful and independent** life-long learners.*

VALUES

At Scoresby Primary School ... we are HONEST when interacting with others. We embrace EXCELLENCE in all that we do. We demonstrate ACCEPTANCE and RESPECT to all people. We TRUST others. We have H.E.A.R.T.

3. Engagement Strategies

Scoresby 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:

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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 Scoresby Primary School use the Gradual Release of Responsibility Model 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 Scoresby 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. 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 buddy programs
- All students are welcome to self-refer to teachers, 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:
 - Learning Communities program
 - Respectful Relationships
 - The Resilience Project
 - eSmart Madeline and Alannah Foundation
 - Better Buddy program
 - Restorative practices
 - Social Stencil (Year 5/6)
 - Peer Mediation (2022)
 - Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- All teachers in a level team will monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.
- all Koorie students with a Koorie Engagement Support Officer (KESO)
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Support Services
- referral to School Chaplain
- Regional Support staff
- Regional Key Contacts

Scoresby 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

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

Scoresby 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 to help identify students in need of support and enhance student wellbeing. Scoresby 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
- attendance data
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

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:

- Be an individual at school
- Be respected and treated with kindness at school
- Express yourself
- A safe school
- Tell your side of a story
- A comprehensive curriculum
- Support from teachers in dealing with personal matters

Students have the responsibility to:

- Come to school
- Take care of property
- Obey School Rules:
- Practice personal cleanliness
- Wear School Uniform
- Behave in a quiet, considerate, and courteous manner when at school and on excursions:
- Help with your learning:
- Remember safety rules and good manners when using email and internet
- Take messages home
- Complete your assignments

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. Student bullying behaviour will be responded to consistently with Scoresby Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Scoresby 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
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

7. Engaging with families

Scoresby 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.

8. Evaluation

Scoresby 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

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- 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/carers 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 is related to the following policies that can be found on our website: www.scoresbyps.vic.edu.au

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Student Code of Code Booklet
- Digital Technologies Policy
- ICT Acceptable use Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	19 August 2021
Consultation	<ul style="list-style-type: none">● Student leadership team (including School Captains)● Team Leaders● Teachers● ES staff● Education Sub Committee● School Council
Approved by	Principal
Next scheduled review date	August 2023