



Scoresby Primary School

Student Engagement and Wellbeing Policy 2024



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

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, 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Whole School Prevention Statement
4. Wellbeing and engagement strategies
5. Identifying students in need of support
6. Student rights and responsibilities
7. Student behavioural expectations and management
8. Engaging with families
9. Evaluation

POLICY

1. School profile

Scoresby Primary School was established in 1872 and is located approximately 30 kilometres east of Melbourne. We have approximately 170 students enrolled from Foundation to Year 6 and approximately 14 teaching staff members, 9 Educational Support staff members, two chaplains and two psychologists.

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. Whole School Prevention Statement

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at Scoresby Primary School, and so we will put in place strategies to identify these students and provide them with the support they need. The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others

4. Wellbeing and engagement strategies

Scoresby Primary School has developed and implemented a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school.

The major component of our social and emotional learning is the Resilience, Rights and Respectful Relationships (RRRR) program. Students participate in weekly lessons from the program and staff education has resulted in a whole school approach to gender equality and respectful relationships. Along with the RRRR program staff use a restorative practices approach to conflict resolution.

Scoresby Primary School recognises the importance of student friendships and peer support in helping children and students feel safe and less isolated. To this end we have partnered with UR Strong to implement their Friendology 101 program.

Staff are actively engaged in developing classroom practice to ensure that pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted. Staff education has resulted in a whole school approach to gender equality and respectful relationships and friendship development. Along with the RRRR program and Friendology.

Students also participate in our cross-age 'Scoresby Superstars program' to reinforce the lessons of the RRRR program and to build connections across the school.

Our Learning Communities program is based on values, high expectations and mutual respect which was introduced into the curriculum to focus on individual learning styles, social/emotional intelligence and team building strategies. The facilitation of this program at the beginning of each year sets the scene for success.

The school community's commitment to enhance student learning outcomes is supported by the strong partnership that exists between teachers, parents and students. Curriculum leadership is fostered through Principal Class, our Instructional Leaders, and Professional Learning Teams. The staff team is dedicated to serving the needs of the community to the best of their ability through their commitment to the school's mission statement.

Two-way open communication is encouraged for the benefit of each individual student. The school fosters positive relationships with parents and other community members whilst considering the work / life balance of staff. This is well supported by School Council, its sub-committees and Parents Association. Parents are enthusiastically involved in the life of the school through assistance, parent education programs, The Fathering Project, Special Events and Working Bees. The Parents Association organises fundraising and social activities.

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 can be found in Appendix 1.

5. 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 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
- 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

6. 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, racism, 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.

7. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

Responding to challenging behaviour

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 policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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 Leadership team
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension (in-school and out of school)
- 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 Scoresby 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.

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 2

8. Engaging with families

Scoresby Primary School values the input of parents and carers, into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

Scoresby Primary School 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.

9. 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, including attendance and absence data
- SOCS

Scoresby 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

- 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

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [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 Policies
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Consultation	Education Sub Committee via email 19/06/2024 Newsletter 27/06/2024
Approved by	Principal
Next scheduled review date	August 2026

Appendix 1: Student Engagement Strategies – Universal

Appendix 2: Student Engagement Strategies – Targeted

Appendix 3: Student Engagement Strategies – Individual

Appendix 4: Classroom Behaviour Expectations

Appendix 5: Classroom Behaviour Steps

APPENDIX 1:

Student Engagement Strategies - Universal

- High and consistent expectations of all staff, students and parents and carers
- Well defined school values - H.E.A.R.T.
- Prioritising 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Predictable, fair and democratic classrooms through establishing agreed school/class rules
- 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
- Use of an 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
- Adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- Carefully planned transition programs 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
- 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.
- Creation of opportunities for cross—age connections amongst students through school plays, athletics, buddy program and Scoresby Superstars program
- All students are welcome to self-refer to their classroom teacher, ES support staff, Year Level leader, 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 engage in school wide positive behaviour support with our staff and students, which includes programs such as Rights, Responsibilities and Respectful Relationships, UR Strong – Friendology and eSafety programs
- Programs, incursions and excursions developed to address issue specific needs or behaviour
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Maintaining school pride through rituals such as singing the school song and assembly
- Acknowledging student achievements through weekly awards, assembly, newsletter,
- Extra-curricular activities – camps, lunch clubs, gardening, choir, Swinburne Children's University
- Opportunities to represent school – Hooptime, Victorian State School Spectacular etc.
- Parent Support Programs
- School Community events – Open Nights/Afternoons, Concerts, Sports Carnivals, The Fathering Project
- Measures are in place to empower our school community to identify, report and address inappropriate behaviour

Appendix 2:

Student Engagement Strategies - Targeted

- each year group has a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- Encouraging pride in self and school through school leadership programs
- Opportunities for students to be involved in decision making through Student Representative Council
- Student Support services – preventative and advice
- One on one discussion with student and class teacher/ level coordinator/ Assistant Principal/ Principal/ Social Worker as needed
- Parent notification as appropriate
- Restorative Justices Chats to resolve issues or disagreements (for more major disagreements and/or aggressive acts involving students outside of the classroom with the yard duty teacher/ Assistant Principal)
- Referral to School Support Services

Appendix 3:

Student Engagement Strategies – Individual

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
 - Re-engagement programs such as Navigator
- Student engagement in learning through personalised learning programs – Victorian High Ability Program, Victorian Challenge and Enrichment programs, school based extension and support programs

Where necessary the school will support the student's family to engage by:

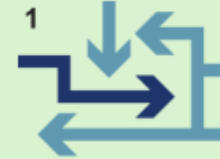
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- 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
 - with other complex needs that require ongoing support and monitoring.

Appendix 4: Classroom Expectations



SPS Classroom Expectations

Follow teacher directions all the way, right away



Use quiet voices, respectful tone, and appropriate language

2



Be safe around others – keep hands and feet to yourself

3



Remain "SET" during class. (Sit up, Engage in the lesson, Track the speaker)

4



Use time effectively; focus on learning, don't call out or distract others

5



Keep personal and work spaces tidy and organised

6



Smile and use your manners

7



Get along with others; be helpful, kind and caring

8



Try hard all the time even when it is challenging

9



Embrace mistakes as opportunities to learn

10





Classroom Behaviour Step



• **Warning**

- Reminder of expectations and HEART Values

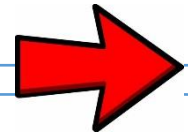
Step 1

Step 2

- Students given suggested strategies to assist them with following the expectations and HEART values.

Step 3

- Go to the **Think Spot** to think about how we can make good choices and follow the expectations



Step 4

- **Removal** to another classroom (with work)
- Behaviour and removal recorded on COMPASS
- **RETURN** to classroom respectfully and say sorry to teachers and class

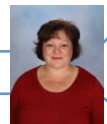
Step 5

- **YARD DUTY** for half of recess/lunch (picking up rubbish)
- Behaviour and yard duty recorded on COMPASS
- **RETURN** to classroom respectfully and say sorry to teachers and class



Step 6

- Sent to **Mrs Hartley** or **Mrs Rheumer** with work and a phone call home to **parents**



Step 7

- **Parents** come in for a meeting and a **behaviour management plan** will be put in place.