



Student Wellbeing and Engagement Policy

Banyule Primary School

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.

Banyule 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

Banyule Primary School is located in Rosanna and is an important part of a very close local community. The Student Family Occupation (SFO) Index is 0.24. We have 29 classes that cater for our 714 students. Banyule has 35 equivalent full time staff, 10 part-time teachers, 11 Education Support staff, 1 assistant principal and 1 principal. We also offer EAL (English as an Additional Language), Reading Recovery and English Intervention. In 2017, we established a whole-school Student Wellbeing Program, which has a two-year curriculum cycle. These sessions are now facilitated by the class teachers and complement our values and protocols. Students are assessed through a rigorous process so that individual needs are identified, catered for and monitored, including high performing students. Teachers are highly motivated, dedicated and extremely passionate about their job. Planning documents reflect time spent differentiating the curriculum to cater for the learning needs of all students. Student leadership is very strong and highly valued at Banyule PS. The home-school partnership is very supportive with everyone working together to provide the best possible learning environment for our students. Parent involvement is welcome at our school. We encourage attendance by closely monitoring data and reminding parents *Every Day Counts*. Parents are reminded of DET Attendance guidelines in the newsletter on a regular basis.

2. School values, philosophy and vision

Banyule 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.

VISION

Banyule Primary School's vision is to have a diverse and caring community, working together to develop self-reliant children in an innovative and vibrant learning environment.

MISSION

We strive to develop a 'learning community' in which all members perform and achieve in a vibrant, positive and caring community.

OBJECTIVE

Banyule Primary School's objective is to;

- empower all children to pursue life-long learning
- provide an education program that nurtures creativity and a sense of wonder
- ensure a safe, caring, inclusive environment
- motivate all children to value and strive for their personal best
- develop a feeling of belonging to community and enthusiasm for life.

VALUES

Our school values guide us in all that we do. They provide the foundation for expected behaviours for students, staff and families. Our social values are;

- Respect
- Responsibility
- Care and Compassion
- Doing Your Best

Our learner protocols sit alongside our social values and provide students with a focus on the behaviours that good learners demonstrate. Our learning protocols are;

- Effort Generators
- Mistake Makers
- Curious Creatures
- Feedback Seekers

3. Engagement strategies

Banyule 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:

Universal

Whole of school strategies to promote positive behaviour and inclusion;

- 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 Banyule Primary School use an explicit 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 Banyule 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 Junior School Council and other forums including class meetings. Students are also encouraged to speak with their teachers and the Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through buddy programs, peers support programs
- we engage in a school wide Student Wellbeing curriculum plan which includes programs such as:
 - UR Strong
 - Peaceful Kids
 - Respectful Relationships
 - Bully Stoppers
 - Child Wise
- programs, incursions and excursions developed to address issue specific behaviour
- each year level monitors the health and wellbeing of students in the cohort through regularly timetabled discussion items at PLT meetings
- Student Wellbeing Program coordinator supports staff to plan and implement the two-year curriculum plan and communicate the contents of the plan with parents and carers.

Targeted

Specific strategies, designed to address particular concerns in certain age groups or friendship circles:

- connect all Koorie students with a Koorie Engagement Support Officer
- 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 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

Student specific strategies that may be considered and applied on a case by case basis:

- Student Support Groups
- Individual Learning Plans
- Behaviour Support Plans

- Program for Students with Disabilities
- referral to Student Support Services
- referral to Child First, Headspace
- Lookout

Banyule 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

Banyule 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. Banyule 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

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

When a student acts in breach of the behaviour standards of our school community, Banyule 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 Assistant Principal or Principal
- restorative practices
- detentions
- 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

Banyule 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 when appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Banyule 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 Engagement and Inclusion Guidelines

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx>

The following policies can be found on our website;

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards

REVIEW CYCLE

This policy was last updated in November 2020 and is scheduled for review by November 2022.