



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.

Auburn Primary School has a commitment to **zero tolerance of child abuse**. We support and respect all students. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability, in line with the Child Safe Standards. Auburn 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

School profile, values, philosophy and vision

Please see www.auburnps.vic.edu.au

Engagement strategies

1. The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
2. The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach, where staff are confident, skilled and proactive in the management of student welfare and behavioural issues.
3. The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
4. The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
5. The school will promote active student participation and provide students with a sense of ownership of their environment.
6. The school will support families to engage in their child's learning and build their capacity as active learners.
7. The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress and have processes in place to identify and respond to individual students who require additional assistance and support.
8. The school will encourage students to develop an understanding and awareness of their rights and responsibilities to others within the school community.
9. The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Program

1. The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:
 - accommodating different learning profiles and rates of learning
 - supporting the academic, physical, social and emotional needs of all students
 - intervening early to identify and respond to individual student needs

2. The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's learning needs
- involving students and parents in programming and planning decisions
- supporting students' access to programs that enable them to pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed
- A staff member will be appointed yearly to oversee the Program for Students with Disabilities (Key Contact Person)

3. Our school will implement a whole-school behaviour management approach that is based on restorative practices, social values, social competencies and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom practices for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

4. Parent and carer involvement in the school helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through School Council, the Auburn Parent Association (APA), classroom assistance, volunteering, being provided with the opportunity to stay up to date with what is happening at school and more widely in education via COMPASS access and various communication outlets from school.

5. The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Curriculum includes the personal and social capability domain which states that through the development of positive social relationships individuals become linked to society, develop a sense of belonging and learn to live and work with others. In that context the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

6. Student voice/student participation is about valuing people and the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

- student involvement in school and community development
- students as researchers and co-enquirers
- student feedback on teaching and learning
- students as peer-tutors
- student involvement as a manifestation of inclusion principles

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups such as Connect Groups. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

6. The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will facilitate successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Welfare Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

7. Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare, Wellbeing & Engagement Policy at our school. Prevention and early intervention strategies the school may deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- _utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

8. The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance

linking with local community groups and agencies to maximise program and individual support

9. The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Groups for students as needed
- surveys of students relating to safety, the learning environment and bullying

10. The school will utilise relevant external student welfare and wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- DET psychologist & speech therapist for psychological and academic assessment
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DET support staff
- CASA (Centre Against Sexual Assault)
- SFYS (School Focused Youth Service)
- CAMHS (Child & Adolescent Mental Health Service)
- Options – Capacity Building

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 values highlight 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 rights 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.

Student behavioural expectations

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.

Engaging with families

Auburn 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 Concerns & Complaints 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

Auburn 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.

Some sources of data are:

- Student Attitudes to School Survey (SASS) data
- school level report data
- Parent Opinion Survey data, and other parent feedback
- data from case management work with students
- Staff Survey data and other staff feedback
- Student Wellbeing survey data (such as PIVOT and SEW)

FURTHER INFORMATION AND RESOURCES

Resources:

Commission for Children and Young People website developed by the Office of the Child Safety Commissioner, provides schools and parents with effective relationship based classroom and school-wide strategies.

Related policies include:

APS Behaviour Management Policy

APS Bullying & Harassment Policy
APS Child Safe Policy
APS School Philosophy & Student Learning Policy
Schools Policy and Advisory Guide
<https://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

REVIEW CYCLE

This policy was last updated in May 2019, and is scheduled for review annually, or as circumstances require.