



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

Gisborne Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential 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.

Purpose, Pedagogy and Curriculum

High value is placed on minimal disruption to the daily two-hour Literacy and one-hour Numeracy sessions. Teacher learning is undertaken in Professional Learning Communities (PLCs), with teachers learning from each other focusing on refinements using High Impact Teaching Strategies, goal setting based on student needs and monitoring of student learning. The Leadership Team visits classrooms regularly, and staff are supported to participate in effective collegiate visits and Learning Walks and Talks. The school culture nurtures creativity and imagination through Literature and the Arts. There are intervention and enhancement programs at all levels for Literacy and Numeracy as well as additional supports for Social and Emotional Learning. Our specialist programs include Physical Education, STEM (Science, Technology Engineering and Maths), LOTE (Italian) and The Arts (including Visual Arts, Music, Performing Arts). Other learning areas include Humanities and Health with the Victorian Curriculum Capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social) incorporated into key learning areas across the curriculum. Digital technologies enhance learning in all curriculum areas. The school is committed to continually evolving the technology infrastructure throughout the school.

Special Programs

Extra-curricular programs in 2020 include lunch time activities such as gardening group, weekly choir and visiting music teachers (keyboard, guitar, singing and piano), and the Sporting Schools program. These programs, in addition to Physical Education/Health, Personal and Social Capabilities contribute to the school's commitment to the 'Healthy Schools Achievement Program', which guides the health and well-being of students, increases engagement and decreases absences. The Assistant Principal and the Principal oversee all wellbeing programs with the support of a qualified Wellbeing Officer who supports groups and individual students as well as their teachers and links families with community allied health services as needed.

School values, philosophy and vision

The school values identified with input from the community are Respect, Responsibility, Personal Best and Caring underpinned by a strong focus on the attribute of Resilience. With the extra buildings added over the years the play spaces have reduced and garden areas limited. Money was allocated to enhance and create passive and active play spaces to better engage students and ensure they are physically active. A committee of representatives from the school community including staff and parents with regular student input, is overseeing these ongoing enhancements. A Parents and Friends Group is well established and effectively organises fundraising and whole school activities. A supportive group of parents organise working bees and provide ongoing labour to improve the school environment.



Our Statement of Values is available online on our school website.

Engagement strategies

Gisborne 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

- 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 Gisborne Primary School use 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
- teachers at Gisborne 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Berry Street Approach
 - Calmer Classrooms Approach
- buddy programs, peers support programs

Targeted

- each year level has a teacher on the wellbeing committee who monitor the health and wellbeing of students and act as a point of contact for staff in the year level to communicate the wellbeing approaches across the school and support students as needed in the year level
- 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
- Staff refer students with additional concerns to the school wellbeing support person for additional support
- Koorie students are monitored through an Individual Learning Plan



- EAL students are monitored and supported through the Victorian School of Languages as required

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Support and Student Support Services
- Lookout

Gisborne 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

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
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care

Identifying students in need of support

Gisborne 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. Gisborne 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 and behaviour incidents data
- engagement with families
- referral to wellbeing support

Student rights and responsibilities



Gisborne Primary School, 35 Fisher Street, Gisborne, 3437

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.

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 Gisborne Primary School's Bullying policy. Gisborne Primary School follows the School Wide Positive Behaviour Approach and have Student, Parent/Visitor and Staff matrices in place which outline the expectations for all members of the wider community.

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

- *a reminder to 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 an alternative teacher in the year level*
- *restorative practices*
- *detentions*
- *behaviour reviews/plans*
- *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.

Engaging with families



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Gisborne 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
- including families in Student Support Groups, and developing individual plans for students
- involving families in community events and activities

Evaluation

Gisborne 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

Statement of Values and School Philosophy,

Bullying Prevention,

Child Safe Standards

Raising Concerns document

Vision and Values

DET Student engagement and Inclusion

REVIEW CYCLE

This policy was last updated on February 2020 and is scheduled for review in February 2022.