



STUDENT WELLBEING & 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.

Lismore 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.

POLICY

1. School profile

Lismore Primary School serves a rural community in the Western Plains district. Our school is situated in a central position to major areas, and is 80 kilometres from Ballarat, 100 kilometres from Geelong and 100 kilometres from Warrnambool.

The school is set in spacious, attractive and well-maintained grounds which contain an oval, netball/ basketball/ tennis courts and two adventure playgrounds. The school building has five classrooms plus a library and a separate art/general purpose room.

Lismore Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Lismore Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

2. School values, philosophy and vision

Lismore 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 our school community are encouraged to live and demonstrate our core values of excellence, respect, responsibility and persistence at every opportunity.

At Lismore Primary School our mission is to develop each individual student to become confident, capable and creative lifelong learners. We are committed to student centred learning in an ever changing global society.

The values which we share as a community and determine our actions are:

1. Excellence: we set high goals and strive for personal best
2. Respect: we show care, trust, concern and tolerance for ourselves, others and the environment
3. Responsibility: we accept a personal responsibility for our words and actions
4. Persistence: we maintain our expectations at all times in all things

Lismore Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Lismore Primary School has zero tolerance for child abuse.

We provide a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and the school should promote an understanding of this link in both the school environment and in the classroom. Regular school attendance is a key factor impacting on lifelong outcomes. All members of the school community have a role to play in fostering engagement, inclusion and success.

3. Engagement strategies

Lismore 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 (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 use the national and state curriculum frameworks as the basis for planning rigorous and engaging age-appropriate curriculum.
- Teachers at Lismore Primary School use 'The 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 Lismore 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.
- Teaching staff work in Professional Learning Communities (PLC's), sharing responsibility for the learning experiences and outcomes of particular groups of students.

- Curriculum planning and resource allocation will recognise the key skills of literacy and numeracy and all students will be supported to build on their skills in these areas.
- 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
- Our school will promote the motto 'Everyday Counts' and encourage all students to attend school every day. Parents will be required to communicate absences to the school on the day of absence as per department requirements.
- In addition to attendance statements on end of semester reports, absence reports will be generated for students when agreed trigger points are reached.
- Lismore Primary School will provide the opportunity and support for students to take on formal leadership roles including School Captains, House Captains and Junior School Council;
- Our school will provide students with forums through which they can express their views and contribute to ongoing improvement e.g. Junior School Council
- Our school will provide opportunities for students to connect with their community and will look for opportunities to draw on community skills and resources to enhance learning opportunities and outcomes.
- Our school will provide students with extra-curricular enrichment activities including:
 - the opportunity to participate in school sporting events and inter-school competitions to the highest level;
 - outdoor adventures and physical challenges;
 - cultural activities including opportunities to participate in the performing arts, cultural incursions and excursions;
 - activities designed to foster personal development, team building and leadership;
- Facilities at the school will be maintained and developed to provide the best possible learning environment for students.
- The school will encourage the effective and innovative use of technology to enhance learning outcomes.

Targeted

- 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
- 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

Individual

Lismore 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.
- Students on the Program for Students with Disabilities (PSD) will be supported to participate fully in school programs through the formation of a Student Support Group and assessment against individualised goals.

4. Identifying students in need of support

Lismore Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Lismore 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.
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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 the principal.

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 Lismore Primary School's Bullying policy. When a student acts in breach of the behaviour standards of our school community, Lismore 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.

Behaviour

- The schools approach to student behaviour will be built on a foundation of respectful relationships, using the mantra 'Fair, Safe and Friendly'.
- Through the curriculum, students will be explicitly taught pro-social skills and strategies for building and maintaining respectful relationships.
- Positive behaviour will be reinforced through verbal acknowledgement, communication with parents and awards.
- Restorative practices will be used to support students to take responsibility for their actions and repair harm.
- The school will set clear behavioural expectations in a clearly and widely communicated student code of conduct, and implement consistent consequences and classroom protocols.
- The school will communicate with parents when students are not meeting the expectations with regards to behaviour.
- The school will foster responsible digital citizenship through a User Agreement for Information and Communication Technologies, supported by the explicit teaching of respectful and responsible technology use.

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 all Victorian schools. Corporal punishment must NOT be used at Lismore Primary School under any circumstances.

7. Engaging with families

Lismore 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:

Lismore 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

REVIEW

This policy will be as part of the school's three year review cycle.

This policy was last reviewed by School Council on 29th April 2020