

STUDENT WELLBEING AND ENGAGEMENT POLICY

George Street Primary School

SCHOOL PROFILE

George Street Primary School is a co-educational facility for Prep to Year 6 students. The school was established in 1958. During 2013 a new principal was appointed, which has seen a new direction for the school, where a strong focus on re-building the school's reputation as a leader in its field has seen a surge of enrolments. George Street Primary School is one of three state and four independent primary schools serving the city and district of Hamilton's needs. The school caters predominantly for the eastern side of the city and has a wide range of socio-economic backgrounds.

The school has spacious and well maintained grounds, which consist of two ovals, a basketball court, stadium and playing areas which continue to be upgraded. There are two large and one small water tanks that are used to supply the oval and the vegetable garden. There is also solar hot water heating to ensure the school remains energy efficient. A multi-purpose Art /Home Economics room, a quiet area, open classrooms, intervention rooms, sick bay and 4 learning areas each equipped with an interactive TVs, plus a literacy room for students requiring extension or extra support.

Teaching staff includes the Principal, classroom teachers, a part-time Art teacher, part-time PE /ICT teacher and a Learning specialist. 5 Education Support Staff and a part-time Business Manager including the Mobile Area Resource Centre (MARC) Van and teacher which visits our school once a fortnight.

A transition team was established in 2013 to reverse the downward enrolment trend and attract new students to the school. Since the principal's appointment in 2013 and the introduction of a transition team the school has doubled in size and increased staffing numbers.

Our Student Family Index (S.F.O) is above 0.7. The higher the index the lower socio-demographic of our parents. This had previously been found to have a significant impact on the learning of our students and the engagement of families within the school through parent helpers, working bees and fund raising. However this trend is slowly changing with a parent club established in 2018.

The School Council consists of a small group of hardworking and loyal parents who carry out the important task of monitoring school policy, serving on committees, fund raising and arranging the maintenance of the school. Recruiting members for School Council was difficult, however this trend is changing.

The school has gone through a rejuvenation phase and is now considered to be a vibrant learning community where the students enjoy coming to school and the staff are dedicated to improving the learning outcomes of the students. The school has strong community links with many organisations which helps to foster a strong connection between the students and the community. The school is committed to continuing to foster a positive and engaging school culture along with re-building its numbers.

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.

George Street Primary 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, therefore we strongly believe that if we meet children's emotional needs then learning will always follow.

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 values, philosophy and vision

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

*George Street 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 respect, persistence, confidence, responsibility, resilience and organisation** at every opportunity.*

Our school's vision is to provide every student with an education to succeed in the 21st century. Where students embrace ownership of their learning to achieve challenging, educational goals that will enable them to be successful, creative, healthy and responsible students.

Our Statement of Values is available online at www.georgestham-ps.vic.edu.au

Engagement strategies

George Street Primary School believes in individual, personalised learning and has developed a range of universal, targeted and individual engagement and support strategies that are available to students at the school. These strategies support us by creating an inclusive and positive school culture.

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 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.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

1. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

2. Behavioural expectations

High expectations are promoted throughout the school for students and they are outlined in our Clear Expectations policy displayed in every classroom for consistency. Parents/carers and school staff expectations are detailed at **Appendix 3**.

3. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance and our clear Expectations guidelines. (see **Appendix 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- 1, 2, 3 Magic (a staged response to behaviour)
- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment Will NEVER be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

4. Engaging with families

The School values parent / carer input 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.

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 create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement 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
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values

5. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS
- Individual conferences with students

George Street 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.

Although George Street Primary School adopts whole school approaches, individualised support is frequently used to target personal learning /support. 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*
- *deliver a broad curriculum including inquiry and open ended tasks to ensure that students are able to have a choice in their learning which is tailored to their interests, strengths and aspirations*
- *teachers at George Street Primary School uses an e5 instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching strategies (HITS) are incorporated into all lessons*
- *teachers at George Street 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 Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school activities, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to their teacher, principal or school counsellor if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Bully learning intervention*
 - *Safe Schools (Child Safe School)*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

Targeted

Students with disability or assessed to be below level receive the following interventions;

Individual support in classroom

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Individual Learning Program

Withdrawal for intervention, such as Mini-lit, Multi-lit, Macqlit, Cued-Articulation.

- *each year level has their classroom teacher who is responsible for the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Mentor, have an Individual Learning Plan*
- *George Street Primary School assists students to and from school with school buses*
- *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

We also apply student specific strategies on a case by case basis. *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 Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace, DHHS*
- *Navigator*
- *Lookout*

George Street 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, yard changes etc.*
- *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.*
- *Identifying students in need of support*

George Street Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The school staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. George Street 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*
- *referrals from kinder teachers, support workers*

- 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.

Who to speak to when upset:

- Their classroom teacher
- The Principal
- A member of staff they trust
- A parent /carer
- School Counsellor

Student behavioural expectations

George Street Primary School implemented its student Code Conduct, or staged response to managing inappropriate student behaviour, (appendix 3) which outlines our expected behaviour, staged response, along with consistent consequences. Please refer following page.

When a student acts in breach of the behaviour standards of our school community, Example 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
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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*
- *1,2,3 Magic implemented or Traffic Lights (Prep Class)*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *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.

- Engaging with families

George Street 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, skoolbag and in a folder available on request from the office.
- 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.

Evaluation

George Street 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

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- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

All resources can be found on our website, including child safe policies at

www.georgestham-ps.vic.edu.au

REVIEW CYCLE

This policy was last updated in 2018 and is scheduled for review in 2020

Appendix 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on], • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. 	<ul style="list-style-type: none"> • All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment • School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies

Appendix 3

CODE OF CONDUCT			
<p>GEORGE STREET PRIMARY SCHOOL is committed to the provision of a caring, supportive and challenging environment in which individuals can feel physically, emotionally and morally secure. The following Code of Conduct Policy has been developed and implemented by the school to clearly outline our expectations.</p>			
Level	EXPECTATION	STEPS FOR BREACHING EXPECTATIONS	RESPONSIBILITY
Level	CLASSROOM	STEPS (for breaching our expectations IF YOU DO NOT FOLLOW)	WHO / WHERE
1	Polite to the teacher and others at all times	1 Discussions with student Restorative Approach then 1 2 3 MAGIC	Classroom teacher.
1	Prepared for class and ready to learn	2 Recess reflection time to complete work not finished.	Classroom teacher. Classroom.
1	Following teacher's instructions	Discussion of behaviour.	Classroom teacher. Parents informed of repeat offenders.
1	Completing work neatly and on time	3 Lunchtime reflection time. Walking with Y/D teacher to clean yard /classroom. Phone-call home to parent.	Classroom teacher. Parents informed of repeat offenders.
1	Sitting quietly listening to the teacher /STAFF		
1	Wearing full school uniform.(including black shoes)	Parent contacted. Continuing non-compliance may see student withdrawn from excursions or activities if not in uniform.	Teacher, & parent
BEHAVIOUR NOT ACCEPTED AT GEORGE STREET PRIMARY SCHOOL			
2	Severe, disrespectful and rude behaviour in class	1 Student has reflection time in quiet spot. (Classroom)	Parents
2	Leaving class without permission	2 Parents contacted by teacher. Lunchtime Detention.	Teacher /parent
2	Swearing in class	3 Student has time -out another classroom. Parent meeting. After school detention / or 2 lunchtime detentions.	Classroom teacher
2	Ongoing refusal to complete work	Behaviour plan implemented with principal informed	SSG meeting
SUSPENDABLE INFRINGEMENTS			
3	Significant disruption of learning environment	1 Withdrawal of privileges/ structured programs, i.e. football coaching for the week- and or Internal suspension for 1 /2 day. Parent contacted.	Classroom teacher provides work. Principal /other staff member supervises.
3	Missing class /wagging	Restorative discussion.	
3	Leaving school grounds	2 Internal suspension 1 x day and or external suspension. Parent contacted and meeting requested. Behaviour plan re-visited.	Principal decision with teacher in-put.
3	Physical violence	3 After-school detention	
3	Breach of bullying policy	Parents required to pay for damage to property or belongings of others.	MUST be reported to Principal or Business Manager immediately.
3	Damage to school equipment <i>(Accidents do happen in schools and any damage needs to be reported to a teacher and parents may be asked to pay for all or some of the damage.)</i>	Restorative meeting held on student's return to school.	All behaviour at 2 & 3 will be documented.
3	Interfering with the belongings of others.	Any behaviour in this category will result in a discussion, or loss of school activities, such as camps, excursions, performances. To be determined by the principal.	Parents contacted for all these infringements and meeting arranged
3	Vandalism of school property		
3	Unsafe behaviour		
<p>No set of expectations cover every infringement, regardless of whether this is in class or the school yard, therefore consequences or procedures may vary at the discretion of the principal.</p>			