



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.

Botanic Ridge 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

School Profile Statement

Botanic Ridge Primary is a new government school with an early childhood setting which opened Term 1 of 2020. There is provision in the Primary School for children from Foundation to Year Six with facilities for a long-term enrolment of 525 children. An integrated Family and Community Centre caters for Four-Year-old Kindergarten and maternal health is also onsite. The Family and Community Centre is operated by the City of Casey, who are the Department of Education and Training's funding partners in the project.

The learning communities are flexible spaces where teachers will need to be able to co-teach

The facilities have been designed with the following key design principles in mind:

- *Designs that place a strong emphasis on flexibility*
- *Learning spaces that are capable of supporting different learning styles and recognise that children learn in different ways*
- *Buildings that are architecturally designed, visually stimulating, inviting to the community and readily accessible to all*
- *Landscaping which reflects the surrounding area through the use of native plants*

School values, philosophy and vision

Botanic Ridge Primary School 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, responsibility, safety and growth.

VISION

Botanic Ridge Primary School's vision is to inspire and empower all children to learn and achieve through building curiosity and collaboration in a challenging and supportive learning environment that inspires growth. To encourage resilience and a positive self-image, with a focus on respecting ourselves, others and our world.

MISSION

Botanic Ridge Primary School's mission is to

Create a positive climate for learning where we will develop independent learners and problem solvers through explicit teaching.

To lead the development of dynamic relationships through collaboration, high expectations and opportunity for student and community voice and agency in learning. Where we will develop independent learners and problem solvers through explicit instruction, who design, develop and assess their learning through opportunities encompassing voice, agency and leadership.

To develop a viable and rich curriculum that is informed by the Strategic plan, promotes shared evidence based pedagogical approaches and is bound by rigorous evaluation embedded in a cycle of inquiry. Where there is a focus on teacher precision, quality and consistency of practice, while also fostering differentiation based on student needs.

To create a climate for learning that supports an appreciation of different cultures and supports children to deepen their understanding of, and respect for, differences through respectful curiosity and their friendships with other children. A learning community where we teach our children about our environment, Australia and its past, inclusive of our indigenous people. Our children will learn about the importance of behaviours that demonstrate, respect and understanding of all people who inhabit our land and our planet.

1. Engagement strategies

Botanic Ridge 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 for 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 Botanic Ridge Primary School use the Victorian Teaching and Learning model as basis for our 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 Botanic Ridge 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
- monitoring of student attendance and implementation of attendance improvement strategies at a whole-school, cohort and individual level is undertaken
- students have the opportunity to contribute to and provide feedback on decisions about school operations through forums including year group meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school performances, sporting activities and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Assistant Principal and Principal 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 frameworks such as:
 - School Wide Positive Behaviour Schools
 - Respectful Relationships
 - Safe Schools
 - Zones of Regulation
- programs, incursions and excursions developed to address issue specific behaviour (i.e., bully busters program)
- opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities)
- peer support programs

Targeted

- each year group has a Professional Learning Community coordinator drawn from the teaching staff responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer sought through the Regional office
- all students in Out of Home Care will be appointed a Learning Mentor appointed from within the school, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment where appropriate
- teachers 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 Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Learning Plans and Behaviour Support Plans
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFIRST – Orange door, Headspace
- Lookout

Botanic Ridge 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 – Orange door

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.

2. Identifying students in need of support

Botanic Ridge Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Climate for Learning School Improvement team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Botanic Ridge 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

3. 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.

4. 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 Botanic Ridge Primary School Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Botanic Ridge 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 Professional Learning Community Coordinator
- 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 Ministerial Order No. 1125.

<https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/MinisterialOrder1125SIGNED.PDF>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

5. Engaging with families

Botanic Ridge 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
- coordinating resources and services from the community for families

- including families in Student Support Groups and developing individual plans for students.

6. Evaluation

Botanic Ridge 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
- Compass incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy

REVIEW CYCLE

This policy was last updated on March 2020 review March 2022