

Student Wellbeing and Engagement Policy

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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.

Parktone 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.

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

1. School profile

Parktone Primary School opened in 1961 and is situated in a quiet residential street in Parkdale in the City of Kingston. The school is on a spacious and attractive 2.5-hectare site. There are 52 staff members and 550 children. Literacy and Numeracy are priority school programs. Specialist programs in Visual and Performing Arts, Physical Education and Japanese. Parktone Primary has a sister school, Saikyo Gakuen in Matsumoto Nagano Prefecture, Japan. In 2018 Parktone will host 41 Japanese students and our Saikyo Gakuen will host 20 Parktone students. A capital work project worth \$4M is currently underway which will see a multipurpose hall built with performing arts room and stage, visual arts room, canteen, tiered external seating for the whole school, bathroom facilities and a competition size basketball/netball court, ready for use at the beginning of 2019.

In a stimulating and challenging teaching and learning environment, individual students are supported and encouraged to develop their talents, leadership skills, build resilience and confidence, and have respect for themselves and others. Stephen Covey's '7 Habits of Highly Effective People' is a character development approach demonstrated by staff across all teaching and learning experiences. Sean Covey's '7 Habits of Happy Kids' is the strategy teachers are implementing to create highly effective children.

Differentiation is planned for to cater for varying pace of student learning. We also have two accelerated learning classes to cater for students whom the regular differentiation is insufficient.

Some of the extracurricular activities available to children include, after school sports, guitar, piano, drums, vocal tuition, movie making and film production, art club, Japanese club, dance,

glee club and a bi-annual production which add to skill development and promote student's confidence. The Working in Your Element electives program is a highly engaging experience for the children. The children have the opportunity to choose programs based on their preferred learning styles and interests.

The Parktone Primary community has a powerful synergy and its spirit is radiant!

School values, philosophy and vision

Vision

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine.

Mission Statement

Identify the talent, develop the confidence and create the leader.

Core Values aligned to *Stephen R. Covey's 7 Habits*

- Be proactive
- Begin with the end in mind
- Put first things first
- Think 'win win'
- Seek first to understand, then to be understood
- Synergise
- Sharpen the saw

Motto

Always Moving Forward

2. Engagement strategies

Whole School

- 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 'In Your Element' to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Parktone Primary 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 Parktone Primary 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 Beacon Team and other forums such as the student letter box. Students are also encouraged to speak with their teachers, PLT Leaders, Assistant Principal and Principal whenever they have any questions or concerns.

- Create opportunities for cross—age connections amongst students through school productions, athletics, instrumental music programs, 'In Your Element' electives, buddies program and like-ability grouping for some academic areas.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, PLT Leaders, 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 programs such as:
 - Magic 1, 2, 3
 - Resiliency Project
 - Friendly Schools
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy program

Targeted

- each year group has a PLT Leader, a senior teacher 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
- 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 seek support from agencies with students who have experienced trauma

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 Welfare Coordinator
- referral to Orange Door (formerly – ChildFirst), Headspace
- Friendly Schools <http://friendlyschools.com.au/fsp/>

Parktone Primary 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 family services, allied health professionals, headspace, child and adolescent mental health services or Orange Door (formerly 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 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.

3. Identifying students in need of support

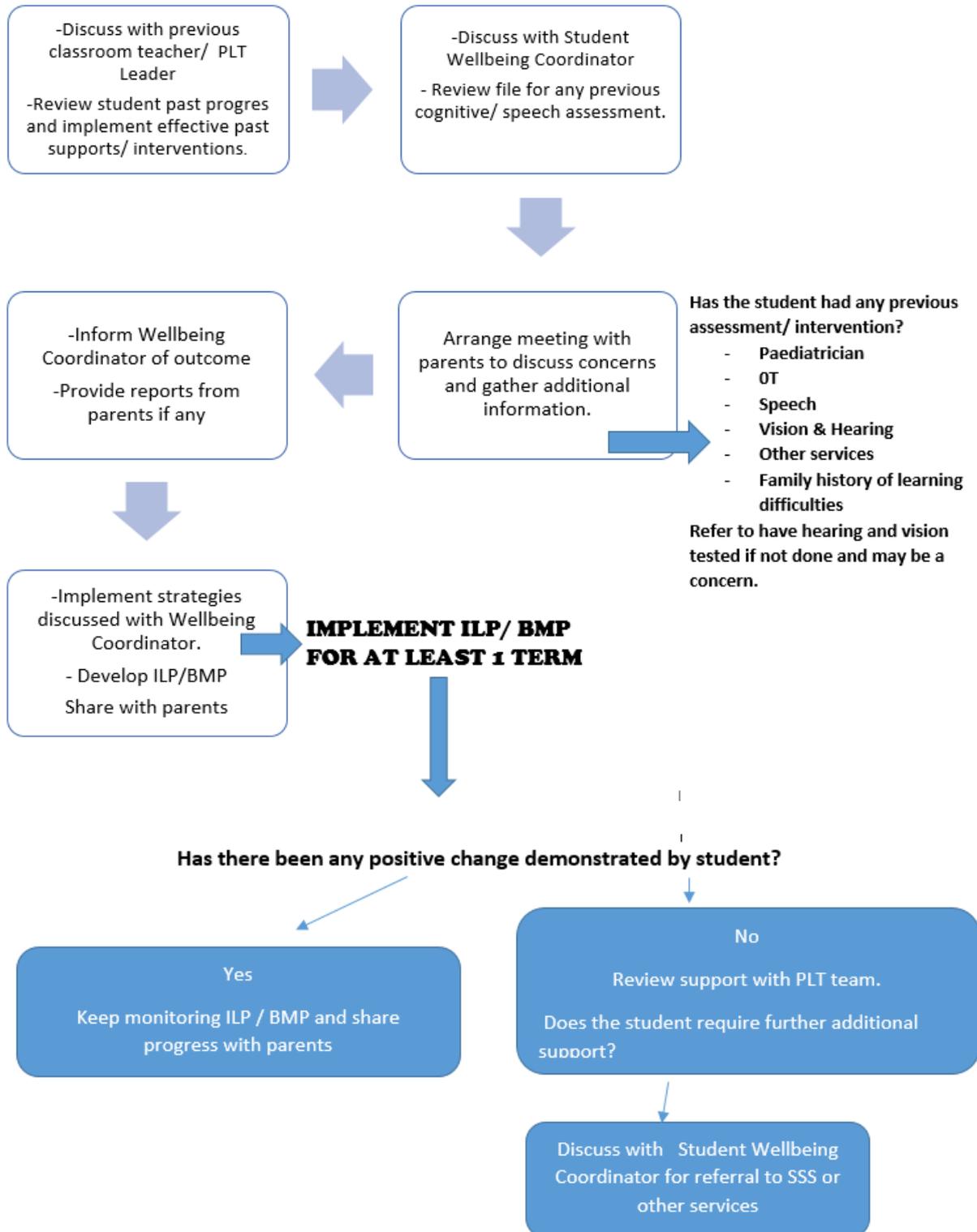
Parktone Primary is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Parktone Primary 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
- records of behaviour management and wellbeing observations on Compass Chronicle
- engagement with families
- referrals from teachers

Parktone's Response to Intervention follows a three tier approach:

<u>TIER 1</u> WHOLE SCHOOL	<u>TIER 2</u> SMALL GROUPS	<u>TIER 3</u> INDIVIDUAL STUDENT
PLT Teams Leadership Team Consultative Committee School Council Parent Engagement Core Curriculum Data Driven Differentiated learning Streaming Reading/Writing /Numeracy Spelling CARS & STARS / SMART WORDS VCOP JEMM, JEMM+ & EMM 7 Habits Mission statements Class code of conduct Class goals Student Wigs Stop Behaviour Contracts Leadership Notebooks Leadership Roles Visual Timetables Seating Arrangements	Wellbeing Coordinator Education Support Home Work Club Parent Collaboration Literacy Support Programs Targeted additional instruction-Small groups Student Lounge Friendship Bench Revision – Reading/ Comprehension strategies, Oxford words /Number charts /Sticker charts Emotional thermometer Check in with adult mentor- (Leadership, PLT Leader, ES Support, Student Wellbeing Leader) Increase parent communication Extra Time Using a laptop instead of handwriting Pencil Grips	INTENSIVE SUPPORT Student Wellbeing And PSD Coordinator Leadership Team Integration Team Kids Hope Student Support Services Specially designed learning /Specific Programs – 5/6 classes Professional /Specialist Support Visiting Teachers Speech Therapy; Psychologist Occupational Therapy Mentor Program; Behaviour Management Plans Individual Learning Plans Assessment by Allied Health Accommodations /Modifications Assistive Technology/ Equipment Medical/ Intensive support Integration Aides Functional Behaviour analysis Sensory Supports / Chill out areas Behaviour Charts

REFERRAL PROCESS FOR STUDENT ACADEMIC AND WELLBEING CONCERNS



4. 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.

5. 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 Parktone Primary's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Parktone Primary 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 using the Magic 1, 2, 3 method
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour using the Magic 1, 2, 3 method and reflection sheets
- withdrawal of privileges
- referral to the PLT leader
- restorative practices
- recess and lunchtime withdrawal
- 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.

6. Engaging with families

Parktone Primary 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 use of Compass.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities and events
- 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.

7. Evaluation

Parktone Primary 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 CYCLE

This policy was last updated in August 2018 and is scheduled for review within two years.