



Whorouly Primary School

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.

Whorouly 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

1. School profile

Whorouly Primary School, established in 1874, is located in the Ovens Valley between Wangaratta and Myrtleford in North Eastern Victoria, approximately 250 kilometres from Melbourne. Students are drawn from the town itself and the school bus service transports students from the surrounding district. Our school is located in the small rural township of Whorouly and has close ties with the neighbouring Whorouly Pre School and the local community groups. Whorouly Primary School is a member of the Ovens Learning Community of schools and the base school for a MACC (Mobile Art Program) servicing seven schools.

In 2019, we have 25 students across all grade levels from Foundation to Grade 6. Our students come from a wide range of families with diverse backgrounds. We are proud of our diversity and inclusive school community. We provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.



Whorouly Primary School

Whorouly Primary School prioritises small learning groups for literacy and numeracy to provide individual attention for every student. We facilitate the use of technology to support all learning with every student having access to their own laptop or desktop computer. The school provides programs in all domains of the Victorian Curriculum. Students also participate in multi-age sessions working as a whole school group. Specialist teachers present the Library & Science, Art and Italian programs. The classroom programs are enriched through camps, excursions, musical performances, the Stephanie Alexander Kitchen Garden Program, Bluearth and OLC cluster activities. Our chaplain provides support to our students and families.

2. School values, philosophy and vision

The following values underpin the beliefs of the Whorouly Primary School Community and provide the basis for our actions:

- Learning:** Acquiring academic, social, physical and emotional knowledge and skills.
- Relationships:** Developing authentic relationships where mutual respect and support are promoted.
- Persistence:** Cultivating a positive work ethic and managing challenging situations as they arise.
- Respect:** Building respect for self and others, our community and the environment.
- Teamwork:** Working co-operatively with others towards common goals.

Our heterogeneous profile means that in any given class a range of student ability exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

Our teaching and learning philosophy is based around our 4Rs. (Refer to Learning & Teaching Statement)
That is:

- The teaching and learning is relevant to each student's interests, lives and aspirations.
- The teaching and learning is rigorous, and each teacher will make a commitment to appropriately support, build and challenge every student.
- Relationships are an essential component of effective learning and teaching.
- Our practices are responsive to contemporary research and innovation.

3. Engagement strategies

Universal

Whorouly 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.

It is essential to acknowledge that teachers are a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs. Class teachers develop and monitor Individual Education Plans for all students.



Whorouly Primary School

Whorouly Primary School:

- Prioritises positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Creates a culture that is inclusive, engaging and supportive.
- Has high and consistent expectations of all staff, students and parents and carers.
- Is welcoming to all parents/carers and is responsive to them as partners in learning.
- Wants all our students to get a great education, and the building blocks for a great education begin with students coming to school every day.
- Is responsive to a range of school data such as attendance, Student Attitudes to School and Parent and Staff Opinion data and school level assessment data.
- Requires all teachers at our school to use the Whorouly Primary School instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons.
- Expects all teachers at our school to 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.
- Engages in planned transition programs to support students moving into different stages of their schooling
- Has ongoing Buddy programs for Foundation and Senior students.
- Ensures positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents.
- Gives students have the opportunity to contribute to and provide feedback on decisions about school.
- Engages in school wide positive behaviour support with our staff and students, which includes programs such as:
 - You Can Do It
 - Respectful Relationships
 - eSmart learning
 - Cyber Safety for Kids

Targeted

- We have a coordinator responsible for the Respectful Relationships Program, eSmart learning and students in Out of Home Care.
- Our chaplain supports teachers to monitor the health and wellbeing of students, and is a point of contact for students who may need additional support.
- We connect all Koorie students with a Koorie Engagement Support Officer.
- Students in Out of Home Care are 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

Individual

Whorouly Primary School implements a range of strategies that support and promote individual engagement. These include:

- Regular Student Support Groups meetings, for all students with a disability or Out of Home care and with other complex needs that require ongoing support and monitoring.

See:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>



Whorouly Primary School

At Whorouly Primary School we:

- Build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- Meet with students and their parents/carer to talk about how best to help the student engage with school.
- Consider if any environmental changes need to be made, for example, classroom set up.
- Refer students to Student Support Services for psychological and learning assessments, speech and occupational therapy.
- Refer to Child First, allied health professionals, Kids Helpline and other agencies for support.
- Access Program for Students with Disabilities Funding.

Where necessary Whorouly Primary 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.

4. Identifying students in need of support

Whorouly Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The teachers meet regularly to review and identify students in need of support and to enhance student wellbeing. We use 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 data
- engagement with families
- self-referrals or referrals from peers
- discussions with the Chaplain

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.



Whorouly Primary School

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 and/or the Principal.

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 Whorouly Primary School's Bullying policy. School values and rules are revised at the start of each school year and displayed in each classroom. The School Rules booklet developed by the students is displayed in every classroom.

When a student acts in breach of the behaviour standards of our school community, we 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 Principal
- Restorative practices
- Withdrawal from the playground/classroom
- 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 and will not be used in any circumstance.



Whorouly Primary School

6. Engaging with families

Whorouly 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.

7. Evaluation

Whorouly 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

<https://dhhs.vic.gov.au/publications/child-safe-standards>

REVIEW CYCLE

This policy was updated on Tuesday 19th February 2019 and is scheduled for review in February 2020

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