



**STUDENT WELLBEING AND
ENGAGEMENT POLICY**
Preston West Primary School



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.

Preston West 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.

This Student Wellbeing and Engagement Policy relates to the three interrelated components of student engagement and school connectedness:

- Behavioural engagement – Students' participation in education, including the academic, social and extra-curricular activities of the school.
- Emotional engagement – Students' emotional reactions in the classroom and in the school; their sense of belonging or connectedness to the school.
- Cognitive engagement – Students' investment in learning and their intrinsic motivation and self-regulation.

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

Preston West Primary School is located on Murray Road Preston, in the City of Darebin. While located in a residential area, the school is in close proximity to the Preston Market and High Street shopping precinct. The main school building is a double storey brick building that was built in 1915. A gymnasium, built in 2010, also accommodates a music room and our Before and After School Care Service. The gymnasium has a surrounding landscaped garden and dry creek river bed. A double storey building, accommodating four classrooms was completed in 2013 and five new buildings were erected in 2016 for students in Grades 4-6. Two galleries were constructed in 2017/18 to establish the Grade 4 and Grade 5 learning communities. Preston West Primary School has a rich history of educational excellence. Serving the community for over 105 years, the school motto coined in 1915, 'Duty First', is just as important in today's setting.

Our school encourages its students to strive for excellence in all their endeavours. Our core purpose is to provide an inclusive and rigorous learning environment that challenges and engages children to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self esteem is evident when interacting with the community.

We are extremely proud of our reputation for providing a comprehensive and challenging curriculum, academic excellence, valuable friendships and catering for each individual. Preston West Primary School is committed to improving the achievements of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum whilst reflecting worldwide best practice for 21st century learners. Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential - academically, socially and personally. We instil in students a lifelong love of learning. Our strong academic focus is supported by a multitude of extra-curricular activities and programs that provide a well-rounded education. Programs offered include Physical Education, Visual Arts, Music, Italian, STEAM, English as an Additional Language and Intervention/Support.

Student enrolments overall have risen dramatically over the past decade, which accounts for the significant expansion of the school's facilities. However, we are now encountering a stabilisation of our student enrolments - a total of 669 students in 2019 were enrolled and projected numbers for 2021 is 710. The proportion of students with English as a Second Language is 28% and the school has less than 0.2% enrolment of indigenous students. Our school has 54 equivalent full time staff: 2 Principal Class, 37 Teachers and 15 Educational Support staff. Preston West Primary School is a strong advocate of the Child Safety Guidelines. Everyone working at our school is responsible for the care and protection of the children and reporting information as per Department of Education and Training guidelines.

Our journey to ensure we are promoting the very best educational opportunities for all our students continues. Building on the rich history that has been paved since 1915, we continue to work collaboratively with families, to create citizens that add great value to the Preston West community and beyond.

2. School Values, Philosophy and Vision

PWPS Vision

Preston West Primary School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become life-long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected.

PWPS Mission

Preston West Primary School aims to provide a safe, stimulating and supportive environment that develops all students to their full potential – academically, socially and personally. We instil in children a lifelong love of learning.

Whole School Values: L.E.A.R.N. (Leadership, Excellence, Acceptance, Respect, Never Give-Up)

Leadership	Working with others as a team Making good decisions	Leadership means: <ul style="list-style-type: none"> • Leading others to choose to take the right course of action. • Telling the truth, owning up to decisions, behaviours, actions and mistakes • Sharing thoughts and feelings with trusted people • Encouraging others, negotiating and compromising as a team
Excellence	An attitude of admiration or esteem Discovering new things to improve knowledge and skills	Excellence means: <ul style="list-style-type: none"> • Achieving to the best of our abilities in our learning and behaviour. • Considering other people’s feelings and safety, helping people, showing appreciation • Being punctual and organised for school, following instructions and directions
Acceptance	Accepting of differences	Acceptance means: <ul style="list-style-type: none"> • Accepting consequences of decisions and actions • Accepting others • Accepting the opinions of others
Respect	Looking after yourself and being considerate	Respect means: <ul style="list-style-type: none"> • Preserving the dignity of yourself and others • Being a proactive listener, kind and considerate • Respecting the belongings and opinions of others • Respecting our environment
Never Give Up	An attitude of persistence.	Never Giving Up means: <ul style="list-style-type: none"> • Taking risks and trying new and difficult things • Being positive when mistakes are made • Being persistent and resilient • Setting personal goals and reflecting on performances • Celebrating personal achievements without comparing self to others

3. Engagement Strategies

At Preston West Primary School our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is part of our culture.

Preston West 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.

Engagement Strategies & Programs Engagement strategies can be categorised as the following.

- a) **Universal (whole school) strategies** which create safe, inclusive and empowering environments that foster enthusiasm for learning and support student wellbeing,
- b) **Targeted (population specific) strategies** which meet the varied needs of vulnerable cohorts and
- c) **Individual (student-specific) strategies** which include identifying and responding to individual student circumstances.

a. Universal/ Whole School Strategies

- high and consistent expectations of all staff, students and parents and carers
- positive relationships between staff and students are prioritised, recognising the fundamental role this plays in building and sustaining student wellbeing
- a culture that is inclusive, engaging and supportive is in place
- all parents/carers are welcomed and we are responsive to them as partners in learning
- a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data is analysed and responded to
- students are encouraged to achieve full attendance to maximise their ability to learn and our teacher's ability to teach effectively
- current pedagogical knowledge and thinking is adapted to engage students in meaningful learning experiences
- teachers at Preston West Primary School use the High Impact Teaching Strategies 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 Preston West 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
- intensive literacy and numeracy improvement strategies are developed and implemented as part of the school improvement agenda and in response to changing demographics
- we recognise and respond to the diverse needs of our students through English as an Additional Language Programs, intervention programs and cultural days
- professional learning for teachers is given high priority to ensure strategies and approaches are adapted and implemented
- our Whole School 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 are in place to support students moving into different stages of their schooling
- positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents
- student attendance is monitored, and attendance improvement strategies are implemented at a whole-school, cohort and individual level
- student leadership programs such as Junior School Council, Behaviour Buddies, House Captains/ Vice Captains, Environmental Leaders, Technology Leaders and other roles of responsibility provide opportunities for students to influence change within the school community
- opportunities for cross—age connections amongst students through sport, athletics, music programs and buddy programs are implemented
- we intervene early to identify/respond to student needs for social and emotional support
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Bounce Back
 - Respectful Responsible Learners
- programs, incursions and excursions are developed to address issue specific behaviour (i.e. anger management programs)
- there are opportunities for student inclusion (i.e. sports teams, clubs, recess, buddy programs and lunchtime activities)
- All students are welcome to self-refer to the Principal, Assistant Principal, Year Level Coordinators and First Aid Officer, 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

b. Targeted Strategies

- each year group has a Year Level Coordinator who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- all Koorie students will have a KELP in place (Koorie Education Learning Plan)
- 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

c. Individual Strategies

Preston West 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 Behaviour Support Plan

- considering if any environmental changes need to be made, for example changing the classroom set up
- engagement in our Program for Students with Disabilities
- running Student Support Groups meetings each term
- 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 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
 - with other complex needs that require ongoing support and monitoring.



4. Rights and Responsibilities

4a. Guiding Principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public

authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. Equal Opportunity Act 1995
2. Charter of Human Rights and Responsibilities Act 2006
3. Disability Discrimination Act 1992 in conjunction with DET Disability Standards for Education 2005
4. Education and Training Reform Act 2006
5. Education Act 1958

All employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.

Everyone should:

- encourage compliance with the Charter
- support others to act compatibly with the Charter
- respect and promote human rights
- abide by the Child Safety Code of Conduct.

It is important to understand that with human rights comes a responsibility to respect the human rights of others.

4b. School 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 and Philosophy highlights the rights and responsibilities of members of our community.

Whole School: Rights and Responsibilities

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations from the school community	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

Rights and Responsibilities of Students

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference To report bullying to an adult
To be treated fairly and courteously	To be polite, courteous and well mannered

To learn in a secure environment	To allow others to learn
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Rights and Responsibilities of Staff

Rights	Responsibilities
To be treated with respect by students, parents and peers	<ul style="list-style-type: none"> To treat students in a way that develops self-esteem To communicate positively with parents and peers To promote and adhere to child safety practises in the school environment
To expect students to follow the School Wellbeing and Engagement Policy.	<ul style="list-style-type: none"> To use logical consequences and restorative practices To provide a Duty of Care to students To keep records of significant disciplinary actions
To expect students to learn	<ul style="list-style-type: none"> To assist students to learn To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Ensure students attend school and have the appropriate learning materials and attitude
To be contacted when their child continually Disregards the School Wellbeing and Engagement Policy or is involved in a major incident.	Promote respectful relationships

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. Program for Students with Disabilities

Preston West Primary School has students on the Program for Students with Disabilities, and as such, operates in accordance with the obligations of The Disability Standards for Education 2005 and the Disability Discrimination Act 1992. Preston West PS developed an Inclusion and Diversity policy to reflect the school's commitment to inclusive education and is consistent with inclusive education obligations and principles articulated in the Department's Education for All inclusive education policy.

6. Identifying Students in Need of Support

Preston West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Preston West 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, behaviour and suspension data
- engagement with families
- self-referrals or referrals from peers

7. 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 Preston West Primary School's Bullying Prevention policy and Digital Technologies policy.

When a student acts in breach of the behaviour standards of our school community, Preston West 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 Assistant Principal/Principal
- restorative practices
- 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:

<https://www2.education.vic.gov.au/pal/suspensions/policy>

<https://www2.education.vic.gov.au/pal/expulsions/policy>

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

8. Engaging with Families

Preston West 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 and on COMPASS
- 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 in school decision making through School Council
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

9. Evaluation

Preston West 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
- staff survey
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION

Further information can be found in the following school policies.

- Statement of Values and Philosophy
- Uniform and Dress Code
- Anaphylaxis
- Asthma
- First Aid
- Health Care Needs
- Medication Distribution
- Attendance
- Digital Technology
- Inclusion and Diversity
- Mobile Phones
- Emergency Management
- Privacy

REVIEW CYCLE

This policy was last ratified by School Council on November 9th 2020

