WATTLE PARK 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.

Wattle Park 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

Policy

1. School profile

Wattle Park Primary School was first established in 1914. It has a current enrolment of 379 students who come from various ethnic and socio-economic backgrounds. The school site is approximately 3.4 hectares and is situated within a large green belt in the middle of Melbourne's eastern suburbs.

Wattle Park Primary School is located in the Eastern suburbs on the border of Whitehorse and Boroondara councils and is a member of the newly named Riversdale Network of Schools. Wattle Park Primary School consistently has an enrolment of either just over or under 400 students. The students are mainly from the local area with two per cent overseas students.

The teaching staff comprises eighteen classroom teachers and seven specialist teachers in the areas of; Chinese, Library, Performing Arts, Physical Education, Reading Intervention, Visual Art and English as an additional language. Students from Foundation (Preparatory) to Year 6 have weekly specialist sessions in all areas excepting reading intervention and English as an additional language. These two programs are provided for individual students with

particular needs. Six teacher learning assistants are employed to provide extra assistance for students who need support with their learning.

The school is structured around eighteen classes in 2020, based on age. Class sizes vary from 20 students to 29 students. The enrolment trend is stabilising in 2020. There are three Foundation classes, three Year 1 classes, three year 2 classes, three Year 3 classes, two year 4 classes, two Year 5 classes and two Year 6 classes. The staffing profile consists of a Principal, an assistant principal, 17 full time teaching staff, eight part-time teaching staff and eight educational support staff (including 6 part time integration aides, part-time office staff and a business manager) and 2 locally employed Stephanie Alexander Kitchen Garden specialists.

The school has 284 families from 28 different cultural backgrounds. The Wattle Park school community is actively involved in school programs supported by volunteers. Parents, grandparents, neighbours and Deakin University students participate in classroom learning and teaching programs, Stephanie Alexander kitchen and garden classes, working bees, canteen and fundraising initiatives.

2.   School values, philosophy and vision

Wattle Park Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

We respect the diversity of individuals in our school community and address the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

We acknowledge that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

A statement of our values is available online at our website HERE.

3.   Engagement Strategies

Wattle Park 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. There are several key elements that are important when considering student engagement and the wellbeing of a student:

1. Creating a positive school culture embedded in daily practices and the provision of engaging learning opportunities provided through curriculum content.

2. Providing a safe environment where students are treated equitably and fairly, have clear and consistent expectations and consequence.

3. Discussing and communicating school values regularly, as well as integrating the behaviours into behaviour management processes and everyday interactions.

4. Teachers knowing their students and constantly striving to provide stimulating learning opportunities catering for individual needs, with timely intervention when required.

5. Providing professional development to support teachers in understanding students' learning needs, as well as the support services available.

6. Providing students with a variety of intra-school activities and specialist programs.

7. Providing curriculum approaches that focus on developing independence, self confidence and increasing self reflection and self responsibility for learning.

8. Encouraging student voice in curriculum content, decision-making and developing leadership skills.

9. Valuing our diverse student population for their cultural difference, different skills and talents.

10. Involving our school community is fundamental to student learning, thus we strive to maintain strong communication links, access our community expertise regularly and ensuring the community feel a sense of belonging and connectedness to our school.

Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural Engagement: refers to students' participation in education including academic, social and extracurricular activities.

Emotional Engagement: encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.

Cognitive Engagement: relates to students' investment in learning and their intrinsic motivation and self regulation.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

3.1 Universal/Whole School Student Engagement Strategies include:

- high and consistent expectations of all staff, students and parents and carers
- prioritising 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 using the Whole/Part/Whole 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 adopting 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
- having our school's Statement of Values 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 student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council, student focus groups and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- engaging in school wide positive behaviour support with our staff and students
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

3.2 Programs and Policies provided to support these strategies include:

Extra Curricula Activities

- Camps – Yr 3&4, 5&6
- Excursions/Incursions
- Enrichment Programs
- Victorian Premiers Reading Challenge
- ICAS English, Spelling and Maths Assessment
- Foundation and Yr 2 Maths Night

- Yr 1 Reading at Cameron Close
- Whole School Swimming Program
- Music World Instrumental Instruction
- Piano lessons
- Guitar tuition

Student Clubs and Organisations

- Junior and Senior Choir
- Chess Club
- Student Representative Council
- Digimaker – Coding Club
- Student Leadership – Performing Arts, Humanities, ICT, English, Numeracy

- Chinese club
- Lego Club
- Scarecrow Sustainability Team

Special Events

- Education Week
- Open Day
- Music Soiree
- School Fete
- ANZAC Day Dawn Service

- Movie Night
- Carols Night
- Grandparents' Day
- Night of the Notables

Specialist Programs

- Performing Arts
- Physical Education
- Family Life (Yr 5& 6)
- Buddies Program
- Bike Education
- Stephanie Alexander Kitchen Garden Program

- Visual Arts
- Language Other Than English (Mandarin)
- Library
- English as an Additional Language
- Whole School Swimming Program

Policies

Buddies Policy   Homework Policy

Digital Literacies Policy   Mobile Phone Policy

Reading Intervention Policy   Student Integration Policy

Photographing, Filming and Recording Policy   Bullying Prevention Policy

3.3 Targeted Student Engagement Strategies include:

- each year group having a Year Group Leader/Coordinator, 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
- connecting all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care 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 undertaking health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

3.4 Individual Student Engagement Strategies 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

Where necessary Wattle Park 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
- running regular Student Support Group meetings for all students:
  - o   with a disability
  - o   in Out of Home Care
  - o   and with other complex needs that require ongoing support and monitoring.

Programs provided to support these strategies include:

Individual Support Programs

- Reading Intervention   ● English as an Additional Language

- Student Support Group meetings   ● Independent Education Programs (IEP)

- Program for Students with Disabilities ● Maths Olympiad

Links to these support programs can be found on the Department of Education and Trainings website:

4.   Identifying students in need of support

Wattle Park Primary School 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 help identify students in need of support and enhance student wellbeing. Wattle Park 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
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance records
- academic performance
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5.   Student, Parents/Carers and Teachers rights and responsibilities

5.1 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. All students have the right to have access to high quality schooling providing them with opportunities to explore and build on their gifts and talents.

5.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

5.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

                Freedom   Respect   Equality   Dignity

The charter 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.
All DEECD employees must act compatibly with the Charter and give proper consideration to
human rights when making decisions. Everyone will:
- Encourage compliance with the Charter

- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Students have a right to:

- Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition.

- Participate fully in the school's educational program.

Students have a responsibility to:

- Participate fully in the school's educational program and to attend regularly. Student will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.

- As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

- Students will, with support, be expected to participate fully in the school's educational program and to attend regularly. Students will also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a right to:

- Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment.
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student

Teachers have a responsibility to:

- Fairly, reasonably and consistently implement the Student Engagement and Wellbeing Policy.
- 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.
- Use a range of teaching strategies and resources to engage students in effective learning.

5.4 Students with disabilities

The Department of Education and Training's [Program for Students with Disabilities Policy](#) clarifies the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- any adjustments that have been provided previously
- his or her preferred adjustment
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider will ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider will also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates

6.   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 Wattle Park Primary School's Bullying policy.

Prevention and early intervention are the preferred approaches to Student Wellbeing. However, when a student acts in breach of the behaviour standards of our school community, Wattle Park 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

Consequences which may be used include withdrawal of privileges. Withdrawal from class may occur if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of the teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Teachers may require a student to finish school work that has

not been completed in the regular classroom or to undertake new or additional work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Staged Classroom Response

1	Reminders of appropriate behaviour and relationship to school norms. Asking student questions as outlined in our Student Code of Conduct Booklet.
2	Temporarily excluded within the classroom.
3	May need to spend time in at recess or lunch time to complete work
4	Discussion with Principal or Assistant Principal and the use of levelled 'Think Sheets'
5	Parent support meeting initiated when frequently reaching Step 4.

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
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available HERE.

A consistent whole school approach is used for playground incidents with a corresponding staged response. Actions and consequences have an educational role and aim to foster positive relationships and maintain the dignity of the student.

Stage 1	Stage 2	Stage 3
Minor incidents of inappropriate behaviour	Serious incidents or repeated Stage 1 incidents	Severe inappropriate behaviour
• Playing/running in wrong area. • Disrupting others • Littering • Climbing trees	• Harassment verbal/physical • Leaving school grounds • Anti-social behaviour e.g. • stealing/vandalism. • Inappropriate activities e.g. • banned games	
Consequences		
• Warning - reminder • Discussion with teacher	• Student sent to Student Wellbeing Coordinator/Assistant Principal/ Principal • Playground Time-out • Extended Time-out – Think Sheet, contact parent about issue.	• Student sent to Principal • Parents contacted • Discipline Meeting convened • In- school suspension • Suspension • Expulsion

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

6.1 Discipline procedures – suspension and expulsion

When considering suspension or expulsion, procedures listed in the Department of Education and Training Expulsions Guidelines will be followed. A student support group meeting will be convened to support individuals who are considered at risk of disengagement. Parents are informed and involved at all stages. If required, the support group can refer a student to community agencies for specialist intervention. A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action.

The Wattle Park Student Engagement Policy focuses on prevention and early intervention with students being safe and supported in a positive learning environment. Students should have a sense of optimism about their lives and the future. Our approach emphasises self discipline, responsible decision making and constructive conflict resolution. All members of the school community are respected and encouraged to share the core values that underpin our school community beliefs and link learning and wellbeing.

7.   Engaging with families

Wattle Park 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, 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.

8.   Evaluation

Wattle Park 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
- school reports
- case management
- SOCS

- incidents data
- parent survey
- CASES21

9.   Further Information and resources

Buddies Policy

Digital Literacies Policy

Reading Intervention Policy

Photographing, Filming and Recording Policy

Child Safe Policies

Homework Policy

Mobile Phone Policy

Student Integration Policy

Bullying Prevention Policy

Statement of Values and School Philosophy

10.   Review

This policy was ratified by School Council 17.06.2020