



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.

Armadale 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

At Armadale Primary School we all belong in the learning together. Armadale Primary fosters an outstanding learning culture of excellence within a nurturing and dynamic community. Our learners have enduring habits of mind and action such as enthusiasm; curiosity, creativity, commitment; independence, persistence; confidence; cooperation and collaboration. Our learners are reflective, practice meta-cognition, demonstrate agility and adaptability and be observant of self and others. They think independently and critically. They develop an open mindset; self – efficacy and intrinsic motivation.

Our learners appreciate our learning environment, actively participate fully in school life and make the most of our educational opportunities. Our child-centered teaching and learning philosophy honours the child. Our highly visible culture of respect, inclusiveness and tolerance translates to students interacting positively and building caring and supportive friendships that transcend beyond their years at primary school. Social and emotional learning and student wellbeing are pivotal to ensuring a personalised and a differentiated curriculum for our students. We implement both a single and multi-age structure which aligns classes with the developmental continuum of learning. Our students feel strongly connected to their peers with a positive sense of wellbeing and consistently demonstrate high levels of engagement with their learning and enjoy being challenged. The design of curriculum provides a solid foundation in skills and knowledge on which further learning and adult life can be built. Personalised learning enables deeper knowledge and conceptual understanding that translates into new and creative ideas and the application of these concepts into a futures perspective.

Our students are provided with opportunities to explore, investigate, problem solve and evaluate every day in their learning. They are afforded low floor to high ceiling learning experiences which stretch and challenge their thinking to enable growth. Our deeply committed staff learn collaboratively in communities of practice to enact and design an engaging curriculum that supports the diverse developmental needs of our students. Our pedagogical model of teaching and learning ensures that we build the capacity of our teachers to employ highly effective evidenced-informed practices that meets the needs of our learners affording growth for all.

Empowering students and positioning them agentially in the learning process is key to ensuring Armadale students are engaged in their learning. Students are afforded the opportunity to have agency through a co-designed curriculum where teachers are positioned as learners alongside the students. The school is currently investing in a Masterplan, which will see enhanced outdoor learning spaces and the more creative use of sensory and native habitats. Students also use 'play pods' extensively to facilitate constructive and creative play. Our school is also recognised for its strong sustainability practices and conservation programs.

Armadale Primary School offers 385 students outstanding educational provision on a well-maintained heritage-listed site. A dynamic Parents and Friends Association raises valuable funds for the school and organises regular social events for the community. A class representative structure operates to ensure strong support and communication between parents and teachers. On a more formal note, strong parental involvement on School Council and the subcommittees has facilitated a strategic and agreed vision for the future direction of the school. We are determined to strengthen our partnering with our parents and support them to connect with the learning at school, at home.

At Armadale Primary School, we all belong in the learning together.

2. School values, philosophy and vision

School Vision

Our vision is to be an exemplary learning community. We place the highest value on developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry.

We strive for a culture of excellence for all learners with a nurturing and inclusive community to create a sense of belonging. We value diversity and seek to promote a deeper understanding of our world.

School Values

The values we highlight are:

- Learning: Learning is our core business and intrinsic to everything we do.
- Honesty: Ours is a community demonstrating honesty, truthfulness and fairness.
- Kindness: We value kindness and expect that we treat others as we like to be treated. We nurture one another and look after those less fortunate.
- Respectfulness : Our community demonstrates respectfulness towards one another and the school environment.
- Excellence: We value excellence in all spheres of our educational provision

3. Engagement strategies

Armadale 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

[This section should include whole of school strategies to promote positive behaviour and inclusion.]

- creating a culture that is inclusive, engaging and supportive 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
- 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
- enacting the Victorian curriculum and employing pedagogy which stretches and challenges each child
- teachers at Armadale Primary School use an 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 curriculum design
- teachers at Armadale 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.
- 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 school wide behaviours and expectations are acknowledged in the classroom and excellence in learning is acknowledged in school assemblies and in our communications to our communities.
- 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 and on learning spaces such as the Music space and on our play spaces through the Masterplan. 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 wide events, learning experiences, showcases and concerts.
- All students are welcome to self-refer to their teachers, 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:
 - Respectful Relationships
 - Restorative Practices
 - Student mediators and wellbeing leaders
- programs, incursions and excursions developed to promote school wide positive behaviours, such as BraveHearts
- opportunities for student inclusion (i.e. sports teams, clubs, choirs, sustainability groups recess and lunchtime activities)
- buddy programs, mediator training support programs

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Targeted

[This section should include more specific strategies, designed to address particular concerns in certain age groups or friendship circles.]

- All children have someone in the school who is an advocate for their health and wellbeing, such as their class teacher and the Principal or Assistant Principal is also 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
- all teachers and education support staff have undertaken restorative practices training and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- The PLAY program is employed by staff to enhance children's resilience.

Individual

[This section should include student specific strategies that may be considered and applied on a case by case basis. Where possible, we encourage schools to explain the strategies, which can include links to information on the Department's School Policy Advisory Guide.]

- 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 Support Services
- referral to Child First or Child Protection
- Lookout for children Out of Home care

Armadale 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 students 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 Child First

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.

4. Identifying students in need of support

[This section should include detail about how your school will identify students in need of support.]

Armadale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All of our staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Armadale 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

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.

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a safe, supportive , secure and inclusive environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Actively participate fully in the school's educational program and be supported in class and out in the playground • Express their opinion, issues and thoughts in this environment to enable them to develop their thinking and understanding through their contributions in class • Be nurtured and cared for and respected as individuals • All students have the right to learn and they should expect a learning 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program and to attend regularly. Students should 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

<p>program that meets their individual needs.</p>	<p>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.</p> <ul style="list-style-type: none"> • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Support the school's expectations and share the implementation with their peers, teachers and parents.
---	--

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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values.

Schools – principals, teachers and school staff

At Armadale Primary School we have developed shared expectations to ensure that the learning, safety and rights for all are respected. Our shared expectations are intended to support individual students and families that come into our school community from diversity of backgrounds, communities and experiences. Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The values of Armadale Primary School are demonstrated by the following shared expectations and behaviours:

Expectations of our staff:

Engagement

The school leadership team will:

- Uphold the right of every child to receive an education and ensure accessible educational provision for all students
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Collaborate with the APS community to develop policies and procedures consistent with its values and aspirations and DET guidelines
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs
- Support classroom teachers and provide guidance to them
- Offer support to students and teachers through the student support staff
- Ensure provision of appropriate student services
- Ensure development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

The teachers will:

- Share knowledge and information in a learning environment to reflect and improve on practice and develop flexible pedagogical styles to engage different learners
- Set clear expectations of what is expected, being fair and consistent and follow through and develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice and choices by developing a positive school culture in and outside the classroom.

Attendance

In compliance with DEECD procedures APS staff will:

- Promote regular attendance with all members of the school community, be on time and be available for extracurricular activities
- Keep regular records
- Communicate with parents
- Follow up on student regular absences

Behaviour

Armadale Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole school responses to any behavioural issues that may arise.

The school leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student well being and engagement at the fore of all student learning.

- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for staff to build their capacity to promote positive behaviours
- Support students having difficulties through our positive school culture and expectations

When a student acts in breach of the behaviour standards of our school community, Armadale 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
- 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:
<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.

Expectations - Students:

All students are expected to:

- Respect, value and learn from the differences of others;
- Have high expectations of themselves as learners
- Contribute positively to our school culture and community

Attendance:

- Attend school every day that the school is open
- Be on time in the mornings and lining up upon hearing the music
- Provide an explanation from their parents to the school to explain their lateness, or absence or if leaving early.

Behaviour:

All students are expected to:

- Demonstrate behaviour and attitudes that support the well being and learning of all our students and contribute to a positive school environment that is safe, inclusive and values diversity
- Demonstrate responsibility and ownership for their own actions

- Have high expectations that they can learn and be challenged to achieve their best
- Develop and show personal organisational skills
- Get along with others in our school and be supportive of all our students in their endeavours

7. Engaging with families

Armadale 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 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.

Expectations – Parents/Carers:

Engagement

Parents/ carers are expected to:

- Support our school's values and efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Support and encourage their own children and actively engage with their child's learning by building a positive relationship with the school by attending all of the appropriate whole school opportunities, school information evenings, student led conferences and whole school celebrations
- Actively participate in community partnerships which engage families and the community in ways that support student achievement and success

Attendance

Parents/ carers are expected to:

- Ensure that enrolment details are updated and correct, that their children attend school regularly and that when a child is absent from school, parents/ carers advise the school as soon as possible or document the absence on compass.
- Ensure that their children arrive at school on time to participate fully in the daily program

Behaviour

Parents are expected to:

- Understand our behavioural expectations, our values and our code of conduct.
- Communicate positively with teachers and partner with teachers to optimise the learning opportunities that are offered by the school.

8. Evaluation

Armadale 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

Child Safe Standards, Duty of care policy,

REVIEW CYCLE

This policy was last updated on May 2019 and is scheduled for review in May 2021