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CRESWICK NORTH 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.

Creswick North 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.

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POLICY

1. School profile

Creswick North Primary School is situated on the northern fringe of Creswick. An extensive school playground and surrounds provide students with a physically attractive environment that allows for a vast range of activities. There are two undercover playgrounds, basketball court, large undercover area, sports oval, grassed area, bike track, a large sustainable vegetable garden.

The local community values the attributes of a small country school and the strong relationships that the children develop between themselves and staff. Parental participation in school activities and programs is

encouraged and highly valued. This includes School Council, Breakfast Club, fundraising activities, special days/events, cooking, gardening, school assemblies and excursions.

The school values are based on the acronym PRIDE; persistence, respect, initiative, determination and excellence. These are reinforced throughout the school daily and students are presented with certificates at school assemblies in acknowledgement of achievements and conduct.

The school provides a comprehensive curriculum with specialist areas in LOTE (Japanese via Video Conference), The Arts, Health and Physical Education, Respectful Relationships Program and a visiting MARC Van (Mobile Area Resource Centre). There are also many extracurricular activities that support classroom programs such as sporting clinics, mountain biking, fishing, cross country, athletics, sustainability, student leadership, camps, performances at assembly and involvement with various community organisations.

The school workforce in 2020 consists of 2 full time and 4 part time staff: 1 principal class, 1 leading teacher, 2 part time teachers (0.6 & 0.4), a 0.5 business manager and a 0.5 Integration Aide. The school has a current enrolment of 41 students, with a class structure comprised of 2 classes F-2 and 3-6.

2. School values, philosophy and vision

At Creswick North Primary School we strive to improve the learning outcomes of our students. Children are encouraged in their pursuit of excellence and each child's individuality and contribution is recognised and valued. We value creativity and initiative, encouraging and rewarding effort and positive contributions. We foster attitudes of respect and caring within a safe, stimulating environment.

Our school's philosophy is firmly based on the belief that all children can learn, and we endeavour to provide hands-on, practical opportunities for all students to:-

- Develop to their full potential academically, socially, emotionally and physically;
- Develop skills and strategies in thinking and learning that will encourage life-long learning;
- See purpose for their learning;
- Become responsible for their own learning;
- Become caring and responsible citizens in the local and wider community
- Nurture and appreciate the environment.

As a staff and as a community, we value collaborative decision making.

We have shared expectations, and as we have a small staff, we all pitch in and help each other and cover a variety of roles within the school.

The staff work together closely and have time for shared planning and assessment.

The school works closely with School Council, organising a number of wider community events and fundraising activities.

We regularly refer to the school values of PRIDE:

- Persistence
- Respect
- Initiative
- Determination
- Excellence

Engagement strategies

Creswick North 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.

Whole-School:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning

- analysing and being responsive to a range of school data such as attendance, Student Attitudes to School Survey, Parent Opinion Survey data, student management data and school level assessment data
- teachers at Creswick North PS use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Creswick North PS adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums, including student leadership meetings. Students are also encouraged to speak with their teachers and the Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through buddy programs, athletics, sports teams, club activities and other organised school-wide programs.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour

Targeted

- each year group has a senior teacher or school leader responsible who monitors the health and wellbeing of students across the school, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 work with DET staff and third-party agencies to apply a trauma-informed approach to working with students who have experienced trauma

Individual

- organise and run Student Support Groups, involving parents and DET staff
- Individual Learning Plan (ILPs) and Behaviour Support Plan
- Program for Students with Disabilities (PSD) resourcing
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First and Headspace, as required
- Lookout program for out-of-home student care and support

Creswick North 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/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 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
 - Koorie students
 - and with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Creswick North Primary School 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. The 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

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

5. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Creswick North PS's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Creswick North 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 eg technologies, recess breaks, excursions,
- referral to the 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.

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

6. Engaging with families

Creswick North 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

Creswick North 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 (including Student Attitudes To School Survey)
- Incidents data
- School Reports
- Parent Opinion Survey
- CASES21
- Student Online Cases System (SOCS)
- GradeXpert data, including reports, behaviour, attendance and first aid incidents.

FURTHER INFORMATION AND RESOURCES

Related policies include:

- Statement of Values and School Philosophy,
- Code of Conduct Policy
- Bullying Prevention Policy
- Child Safe Standards

REVIEW CYCLE

This policy was last updated on 14th August 2020 and is scheduled for review in 2022.