



Respect ∞ Resilience ∞ Citizenship ∞ Integrity

Student Engagement & Wellbeing Policy

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for students
- Expectations for positive student behaviour
- Support available to students and families
- Our school's policies and procedures for responding to inappropriate student behaviour.

Elmore 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.

School Profile

Elmore Primary School was established in 1875 and is located in the rural township of Elmore, 47 kms north-east of Bendigo. Although small, the school offers fabulous programs and facilities.

The school has a current enrolment of 33 students and this has shown a steady increase. The school fosters close links to parents and the community.

The school strives to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

Elmore Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to provide quality education that establishes foundations for successful life-long learning.

Our Statement of Values

Elmore 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.

Our school Values underpin all our work and form the basis of our staff, student and parent codes of conduct Our values are:

Respect
Resilience
Integrity
Citizenship

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

Engagement Strategies

Universal

High and consistent expectations of all staff, students and parents and carers that 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, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Teachers at Elmore Primary School 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 Nanneella Estate 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
- 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, and individual level
- We engage in positive behaviour strategies with our staff and students, which includes programs such as:
 - Respectful Relationships

Targeted

- 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.

Individual

Elmore Primary School implements a range of strategies that support and promote individual engagement. These 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 where appropriate
- Considering if any environmental changes need to be made, for example changing the classroom set up
- Referring the student to appropriate Student Support Services

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
-

Identifying Students in Need of Support

Elmore Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Staff play a significant role in developing and implementing strategies to 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
- Engagement with families

Student Rights & Responsibilities

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

Students have the right to:

- Participate fully in their education
- Feel safe, secure and happy at school
- Learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- Express their ideas, feelings and concerns.

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.

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 Elmore Primary School's Child Safety Reporting Obligations Policy and Procedures (Bullying policy).

When a student acts in breach of the behaviour standards of our school community, Elmore 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 to a student that their behaviour is inappropriate
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the Principal
- Restorative practices
- Suspension or 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.

Engaging with Families

Elmore 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
- 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
- Developing Individual Learning Plans for students.
-

Evaluation

Elmore 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. Data that will be assessed on an annual basis include:

- Student survey data
- Incidents data
- School reports
- Parent survey
- Case management
- CASES21
- SOCS

Review Cycle

Ratified at School Council – February 2020

Signed Principal: _____

Signed School Council President _____

Review date for this policy is February 2022