

WOORAGEE PRIMARY SCHOOL STUDENT WELLBEING & ENGAGEMENT POLICY 2021

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.

Wooragee 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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2. School values, philosophy and vision
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POLICY

1. School profile

Wooragee Primary School (number 0653) is a rural primary school located 10 kilometres north of Beechworth and approximately 300 kilometres from Melbourne. The school is situated between farming land and a native bush and creek block, which we have named 'Yirrikama', providing a serene rural setting for children to learn, be curious, take risks and collaborate through play.

Wooragee Primary School has been operating since 1862 and has won many awards for its sustainability and environmental education programs. It serves a community within a radius of 30 kilometres, from which the majority of students travel to school by bus or arrive by car. In 2021 we have 43.6 students enrolled. We have 3 classrooms; P/1, 2/3, 4/5/6. Our Student Family Occupation Education figure is in the *medium* range in 2021. 0 percent are EAL (English as an Additional Language) students and 15% percent ATSI (Aboriginal and Torres Strait Islander) students. We teach the languages subject Indigenous Languages (Dhudhuroa), Instrumental Music, Mobile Art and Mobile Library. Our staffing structure is 1 Principal (0.2 teaching load-Tutor Learning Initiative & HPE), 3 Classroom teachers (1.0, 1.0 & 0.8), 1 Kitchen Garden Specialist

Teacher (0.2), 1 Business Manager (0.4), 4 Educational Support Staff (1.0, 0.7, 0.7, 0.7, 0.2).

School values, philosophy and vision

ENACTMENT OF SCHOOL PHILOSOPHY

The work of Wooragee Primary School is enabled through students, staff and families working together to create a learning environment that promotes our vision, mission and values.

OUR VISION

To provide quality education in a holistic learning environment, empowering students to be purposeful members of a global community.

OUR MISSION

The purpose of Wooragee Primary School is to engage and encourage our students to:

- Develop a love of learning and value being a learner
- Be literate, numerate and technologically skilled
- Be environmentally and globally aware
- Be culturally sensitive and understanding of others
- Select and evaluate information and be intellectually curious
- Be problem solvers who are able to think creatively and critically
- Work in teams with skills in cooperation, communication and negotiation
- Be flexible, adaptable and have persistence, so they are better able to adapt to change or when they experience discomfort
- Be community builders, with strong social competencies, resilience and self-esteem
- Know how to learn and want to continue to learn
- Move from being supported learners to autonomous, independent learners

OUR VALUES- 'THE WOORAGEE WAY'

- *Respect:* For self, for others, for the environment and community.
- *Resilience:* Trying hard (effort), bouncing back, persisting.
- *Responsibility:* For our learning, for our thoughts, for our actions.

2. Engagement strategies

Wooragee 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

- high and consistent expectations of all staff, students and parents and carers
- prioritisation of positive relationships between staff and students, staff and families and 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 Wooragee Primary School use gradual release of responsibility 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 Wooragee 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
- Daily circle time during eating breaks
- Weekly social & emotional learning explicit teaching opportunities
- Access to our school wellbeing dog
- 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 during our weekly kitchen sessions 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 Student Leadership Team and other forums Students are also encouraged to speak with their teachers, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through the Stephanie Alexander Kitchen Garden Program, Health & Physical Education and Play is the Way
- 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
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs for transitions

Targeted

- all Koorie students have an Individual Education Plan and Termly Student Support Group meeting
- school 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

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 Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

[The text below is included as a sample only:]

Wooragee 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 Education 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
 - Re-engagement programs such as Navigator

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.

3. Identifying students in need of support

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

4. Student rights and responsibilities

[Note: please add to the rights and responsibilities included in this section to reflect your school community. The examples below are most appropriately suited to secondary schools, and should be tailored to the needs of your students].

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.

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 Wooragee Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wooragee Primary School will implement a restorative approach and then a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. Where appropriate, parents will be informed about the inappropriate behaviour and if required, the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour. As a school wide positive behaviour supports school, a restorative approach will be used before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.

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:

- *restorative practices*
- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences*
- *withdrawal of privileges*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in 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>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Wooragee Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

6. Engaging with families

Wooragee 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

WOORAGEE PRIMARY SCHOOL BEHAVIOUR EXPECTATIONS

As a Member of the Wooragee Primary School community I / we...

SCHOOL VALUES	<i>Respect</i> for self for others for the community for the environment	PLAY IS THE WAY - KEY CONCEPTS	Treat others as you would like them to treat you	<ul style="list-style-type: none"> • Use greetings • Use respectful language • Contribute positively to the community • Allow myself and others to learn best • Care for our equipment and materials • Respect personal space • Listen carefully and respond with purpose • Seek permission to leave
	<i>Resilience</i> trying hard (effort) bouncing back persisting		Pursue your personal best- no matter who you work with Be brave- Participate to progress	<ul style="list-style-type: none"> • Give our best • Participate • Understand that learning can be uncomfortable • Take considered risks • Accept the things we cannot change
	<i>Responsibility</i> for our learning for our thoughts for our actions		It takes great strength to be sensible Have reasons for the things you say and do	<ul style="list-style-type: none"> • Act safely • Care for self • Support each other • Come ready to learn • Accountable for our learning • Consider the needs of others • Care for property and the school environment • Follow instructions from the school team

7. Evaluation

Wooragee 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
- termly surveys; students, parent, staff
- wellbeing and incident register data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Wooragee Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

- *Statement of Values and School Philosophy*
- *Bullying Prevention*
- *Child Safe Standards*

REVIEW CYCLE AND EVALUATION

Developed/ Reviewed	School Principal	Review date
May 2021	Alicia Odewahn	May 2022