



Alexandra 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.

Alexandra 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

Alexandra Primary School is located within the Alexandra township in a rural setting 135 kilometres North East of Melbourne. Currently our student population is 143.

Due to our location, we have great access to the outdoors – lake, snow fields, river, natural bushland and National Parks.

At Alexandra Primary School we believe that all students experience success through access to quality programs. By providing a caring, safe and positive environment, every student has the



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opportunity to reach their potential and make a worthwhile contribution to their community. Our aim is to build a learning community that challenges and supports young minds.

Our core school values of Respect, Care, Integrity and Achieve underpin our school and are commonly known and used across the school. There is a common understanding of each value's meaning and their implementation is consistent across the school community. A Student Wellbeing Coordinator position was introduced to support the school community in sustaining good practice.

Great emphasis is placed on caring for our students, staff and caregivers by:

- ◆ Providing an environment that is safe and secure.
- ◆ Equal opportunity for all members of the school community.
- ◆ A cooperative environment where students can share the responsibility for their own learning, behaviour and health.
- ◆ Providing an extensive transition program across all Grade levels but particularly for Prep and Grade 6 students.
- ◆ Developing life skills such as responsibility, communication, independence, empathy and character building.
- ◆ Extending students to reach their individual potential by encouraging, recognising and rewarding achievement and effort.
- ◆ Providing Professional Development – strong collegiality.
- ◆ Providing communication to the wider school community to encourage involvement and support.

Our classes are dynamic and interesting with a wide variety of educational possibilities for each child. Our teachers provide an exciting and engaging curriculum that caters for the individual needs of each child in their class. Individual programs are in place for students at risk.

Our specialist program currently consists of Health and Physical Education, The Arts and The Languages – Japanese. To actively support these curriculum areas, the following enrichment programs are provided: Life Education, Swimming, sequential Outdoor Education Program, Interschool Sport, Cross Country Skiing, School Concert, Health and Human Relations, School Council, Perceptual Motor Program (PMP), Cultural Visits, and Parent Education Programs.

Facilities

We have a new building, built in 2020, which includes 2 new classrooms, a large open senior library, therapy room, resource room and staff toilets. This is as well as our 5 classrooms already in existence. We have a large Multi-Purpose Room, junior library and art room. Our school technology consists of class sets of Chrome Books provided by the school.

We have two large grassed ovals with a fitness track and 4 modular playground areas. We have large asphalt and synthetic turf areas, a basketball court and netball court. Another feature of our grounds is our extensive Sustainable Garden and chook pen.

Alexandra Primary School prides itself on being a vital, active member of the Alexandra and surrounding communities. These strong links have been built up between the school and its wider community over a number of years. Parents and Community members are valued, and are active in



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a number of our programs including support with our educational programs, raising funds, conducting social events and assisting with projects around the school.

There is a strong partnership between parents and staff. We value parent participation in school activities, support in the Learning environment and participation in school bodies such as Parents' Group and School Council and in classroom activities, sport helpers and working bees. Our Parents' Group are proactive and manage projects and fund raising efforts for the benefit of the students and community, contributing towards building a positive school culture.

Alexandra Primary School is a vital part of the local and district school community. As a member of the Cathedral Cluster of schools, children are given the opportunity to mix with students from other local schools, participating in Athletics, Swimming and Cross Country running as well as other cluster wide programs.

2. School values, philosophy and vision

Alexandra Primary School's purpose is to provide a stimulating environment that allows students to achieve their full potential. Our values - Respect, Care, Integrity and Achieve - underpin our school and how all members of the school community should conduct themselves:

- **Integrity** – in all of our actions being honest, fair and responsible
- **Respect** – by treating ourselves and others fairly and with care.
- **Care** – consideration and regard for self, others and the environment.
- **Achieve** – in striving to achieve one's personal best in all that they do.

Alexandra Primary School strives to provide a friendly, caring and safe environment. Our school is based on the four School Values, Restorative Justice Practice principles and is committed to developing a school environment that:

- Maximises learning, personal growth and wellbeing for all students.
- Creates a stimulating and supportive environment for all teachers.
- Assists, informs and involves all parents.
- Is welcoming and engaging.
- Creates a positive school culture with a focus on relationships and establishes a learning community with diverse opportunities.
- Builds a safe and supportive school environment where students feel safe and supported with high teacher expectations and fair and respectful whole school behaviour management systems
- Expects positive, supportive and respected relationships that value diversity where teachers know their students,
- Encourage students to take responsibility and provide multiple opportunities for parents/carers to play an active part in the life of the school.
- Encourages student participation by providing all students with opportunities to contribute and provide feedback resulting in feeling valued and empowered.



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We do this through:

1. The Curriculum

- Rigorous emphasis on Literacy and Numeracy programs across the whole school to ensure students have the necessary academic skills to access broader learning.
- Offering a Specialist program which enables students' opportunities to diversify.
- Extensive development of ICT. We use a range of technology with Chrome Books and PC's to ensure students can utilise and are up to date with the latest technology.

2. Organisation

- Our day is divided into a timetable which maximises productive learning time in the morning and allows for dedicated 2hr English blocks and 1 hour Mathematics blocks.
- Classrooms utilise a consistent management plan for all students which has been agreed on and is replicated in the yard.

3. Support Personnel

- A Student Wellbeing Coordinator is employed.
- The non-teaching Leadership team assume shared responsibility for all intervention actions not manageable at classroom level.
- We have access to a SSSO (social worker) for secondary consultations.
- Educational Support (ES) staff are employed for students funded through the Disabilities and Impairments program.

4. Support Programs/Measures

- Parent Support Group Meetings
- Individual Behaviour/Learning plans (where applicable)
- Lunch time activities operated by Staff
- An Outdoor Education Program run across our Grade 2 -6 classes
- Individual counselling/management of students with the SSSO
- Liaison with Community Support Workers, Child First, DHS-where applicable and appropriate
- Monitoring and support of students academically and emotionally by classroom teachers as well as Leadership personnel
- Supervised library/indoor play program for students requiring yard support.
- Diligent tracking of attendance with calls home, some students conveyed to school for the short term, regular newsletter articles re the importance of school attendance
- Student Representative Council
- Policies to respond to Bullying and Equal Opportunity

3. Engagement strategies

Alexandra 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.



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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
- 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 Alexandra Primary School use an Resilience, Rights and Respectful Relationships 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 Alexandra 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, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, the Wellbeing Coordinator and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, 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
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs



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Targeted

- Alexandra Primary School has a Student Wellbeing Coordinator, who monitors the health and wellbeing of students, and acts 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 a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- All 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

Alexandra 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 Child First
 - 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.



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4. Identifying students in need of support

Alexandra 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. Example 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

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.

Students have the right to:

- Feel safe at school
- Learn without interference from others. To work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment
- Participate fully in the school's educational program
- Be treated with respect and in a fair and equitable manner

Students have the responsibility to:

- Participate fully in the school's educational program.
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Attend class prepared to learn and demonstrate respect for the rights of others, including the right to learn, by not interfering with the learning of others.
- Take care of their own, others and school property.
- Obey school rules and follow teacher instruction.
- Follow Alexandra Primary schools values of 'Respect, Care, Integrity and Achieve'
- Play within designated areas and remain in school grounds during school hours
- Keep our school clean by putting rubbish in the bins provided
- Speaking kindly and behaving appropriately to all individuals at Alexandra Primary School
- Take increasing control of their own learning by setting goals and managing resources to achieve these goals.
- Learn to control and own their actions and making strong appropriate choices
- Attend school on time



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- Be an active member of the whole school community by leading and participating 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.

Parents / Carers have the right to:

- Expect that their child will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged
- Be actively involved in their child's learning
- Be kept informed of their child's learning progress and behaviour at school
- Know the school is working to the best of its ability to ensure their child is getting a balanced education both socially and academically.
- Know their child is being encouraged to achieve their full potential.
- Know their child is valued and cared for
- Be treated respectfully by staff.

Parents / Carers have a responsibility to:

- Treat all members of the school community with respect, and support teachers in their maintenance of a safe, secure and productive teaching and learning environment.
- Promote positive outcomes for their child 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.
- Support their child with homework
- Reinforce the school's values of Respect, Care, Integrity and Achieve

Teachers have a right to:

- Be able to teach in an orderly and cooperative environment
- Be treated with respect and in a fair and equitable manner free from harassment
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student
- Be treated with respect by peers, students, parents and all other members of the school community
- Feel safe in the classroom and the playground
- Teach - plan, test, deliver and assess students learning in a calm and controlled environment
- Work as an honest team member to enhance effective decision making

Teachers have a responsibility to:

- Display mutual respect to students, parents, other staff and members of the community.
- Ensure they are punctual and prepared for lessons.
- Create and maintain a safe and challenging learning environment.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Fairly, reasonably and consistently, implement the engagement policy.



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- Attend and contribute to relevant meetings
- Be in control of their actions
- Come to school on time, and be in the classroom on time.
- Know how students learn and how to teach them effectively

6. Student behavioural expectations.

It is expected that all students will act in accordance with the School Values.

Each year the Parent Information Book will contain a copy of the School's Student Engagement & Wellbeing policy and Bullying policy.

It is expected that parents will support the school in implementing the discipline program.

It is expected that all students will behave in accordance with the Student Code of Conduct based on rights and responsibilities.

Teachers will implement the Behaviour Management Program consistently and fairly.

The School Values will form the basis of classroom rules.

Positive rewards for appropriate behaviour are an integral part of the Behaviour Management and Wellbeing Program.

All teachers share the responsibility of managing student behaviour according to School Values and therefore support the individual needs of all students.

Vicky: This has come from the behaviour management policy from 2018, do you want this to be kept? I have updated it where I can.

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 Alexandra Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Alexandra Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support positive student behaviour before considering disciplinary measures such as detention, 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:



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- Explaining to students 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 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 Alexandra 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.

7. Engaging with families

Alexandra 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.



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8. Evaluation

Alexandra 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, including attendance and absence data
- SOCS

Alexandra 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
- 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 School Value's and Philosophy.*

POLICY REVIEW AND APPROVAL

Policy last reviewed	2021
Consultation	8 th November 2021, School Council Approval
Approved by	Principal
Next scheduled review date	2024