

Alberton Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Alberton Primary School on 0351832412.

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.

Alberton 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, where student participation is encouraged and valued, 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

Alberton Primary is a rural community school that serves the district of Alberton and outlying areas in the Wellington Shire. The school has provided education to the children of Alberton and surrounding areas since 1858 and is Primary School No. 1 on the Roll of Schools in Victoria. In 2009 Alberton Primary School was

completely rebuilt including a new Science/Art building. The school also purchased a new Mod-5 building that is used for Music and Performances.

The School Council, staff and community believe that children best learn in a happy, caring, safe and stimulating environment. The aim of Alberton Primary School is to work as a team, with parents, in making sure each student achieves their potential.

Recently, Alberton Primary School incorporated Challenge Learning into its curriculum. Every day the students readily take on new challenges and measure their progress as they learn. They have clearly stated goals and they constantly reflect and evaluate their progress. The students are engaged, confident and ready to discuss their learning. When you visit any classroom at Alberton Primary you can see the students learning.

By completing challenges, children at Alberton Primary learn resilience. They are developing strategies to work their way through every day problems. They know where they are at with their learning, and they know what they need to do to get to the next stage. There is a mindset in the school that says "Anything is possible. I just can't do it **yet**." This happens from Foundation to Grade 6.

When students talk about their learning they become more engaged. When children are engaged, they love coming to school and they are proud of the growth they make. This is becoming common practice across the classrooms.

As parents and teachers we want our kids to be happy and have a sense of fulfilment. This means being resilient, determined, focussed, taking risks, developing higher order thinking skills and having a positive mindset; all the things we need to be effective in the 21st Century. These things happen when people face challenges!

When we learn something new we make mistakes, we regroup, and we try again...sometimes many, many times, until we get it right. This slow and sustained learning is the basis of challenge education and children striving to reach their potential.

Alberton Primary School is often the school of choice for families seeking a smaller, more personalised setting. Our school is frequently recommended by the existing parent body and school staff for its diverse curriculum and vibrant community. Children in need of extra educational or emotional support also thrive in our personalised learning environment. Families will travel to Alberton Primary for this opportunity. As a result of this, the school has a structured transition program that is conducted in Term 4 each year for kindergarten students to familiarise themselves with our school environment. Transition activities are also held for senior students entering Year 7 in an on-going manner throughout the school year. This largely involves the students participating in excursions, camps, group days and leadership programs, allowing our senior students to form relationships with the students from other rural schools, in readiness for their secondary education.

Senior students are involved in many leadership activities thus encouraging student agency. We nurture a feeling of ownership of the school and create situations where students have a voice, assist in monitoring personal growth, organising school events and reporting to the principal.

The Alberton staff members work hard to develop and implement programs to meet the needs of all children, including students with additional needs, and empower them to reach their full potential. The school offers a variety of programs designed to extend and enrich students. These include English, Mathematics, Science, Auslan, Music, Camps, learn to swim programs, PE, a vegetable garden and cooking program, interschool and division swimming, and athletics and cross country events.

Our school is an inclusive school community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Alberton 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 pride, effort, empathy and respect at every opportunity.

Our core values are used to support our students in becoming positive citizens within their community. They are:

Pride: Represent your school well and have a feeling of satisfaction about your team, the school and your learning.

Effort: Welcome a challenge. Don't give up, have a go and try your best at everything.

Empathy: Show you care. Understand how people feel during good and bad times.

Respect: Treat others how you want to be treated. Wear tidy uniform, and show consideration and politeness whatever the situation.

Our Vision for Alberton Primary School is one of a learning community where inspiration, team work and respect support the pursuit of excellence. As members of this learning community we are working to improve all student outcomes, promote respectful relationships and develop connections to the school.

3. Wellbeing and Engagement Strategies

Alberton Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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
- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 Alberton Primary School 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 Alberton 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 and School Philosophy 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, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics, cross country, swimming, combined sports days, music programs and cultural programs
- all students are welcome to self-refer to the 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
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion
- buddy programs

Targeted

- each year group has a teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- we support learning and wellbeing outcomes of students from refugee background.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health 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

Alberton 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, 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
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Alberton Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Student Wellbeing plays a significant role in developing and implementing strategies that help identify students in need of support. Alberton 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.

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, racism, 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 approach a trusted teacher or a member of the school leadership team and/or speak to their parents or carers. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Alberton Primary School follows the Wellington Network initiative of **School Wide Positive Behaviour Support** and is a **Child Safe School**. This is promoted in the community.

A Behaviour Matrix has been developed outlining the expectations of all involved with the school. This is written in positive terms with a focus on the four values and the expected behaviour. The Matrix is backed up with the expansion of these values on ClassDojo where the children can earn stars for demonstrating responsible behaviours.

Alberton PS aims to:

have all students feel safe, connected and excited about their learning.

- Explicitly teach values, using elements of the *Bounce Back* Program
- develop student leadership via Student Representative Council activities
- embed a whole school approach to student wellbeing with a focus on prevention, using Responsible Relationships.
- encourage parental involvement and community participation where appropriate.
- integrate ICT into teaching and learning practice to enhance student learning outcomes.

2021 Alberton Primary School Behaviour Matrix

Alberton Primary Values Matrix			
	Always	Classroom	Playground
Pride	<ul style="list-style-type: none"> I wear my school uniform and keep it clean I take care of all property (mine, other students' and the school's) 	<ul style="list-style-type: none"> I keep my work books and my handwriting neat I pick up rubbish and I recycle 	<ul style="list-style-type: none"> I take care of school equipment in the playground 
Effort	<ul style="list-style-type: none"> I try my best with all my work I come to school every day and bring my reader and reading log I keep having a go even when the work is hard I help other students and my teachers 	<ul style="list-style-type: none"> I do all my homework and return it on time I learn from my mistakes 	<ul style="list-style-type: none"> I am a team player and help other students achieve their goals I follow instructions the first time they are given I stay positive even when I don't think I can do it I allow others to play happily I include everyone who wants to play
Empathy	<ul style="list-style-type: none"> I listen and care for my classmates and teachers I help someone if they are hurt or have a problem 	<ul style="list-style-type: none"> I think about what I say and how makes others feel I make positive comments about my classmates I always share nicely 	<ul style="list-style-type: none"> I am kind and help when someone is upset or hurt I always show good sportsmanship I always play nicely with others 
Respect	<ul style="list-style-type: none"> I listen carefully and follow instructions I follow instructions the first time they are given I sing the National Anthem and recite the Alberton Promise I sit quietly and still during Assembly I always show good manners 	<ul style="list-style-type: none"> During class I stay on task I express my opinion without arguing I allow personal space between myself and others 	<ul style="list-style-type: none"> When the music plays, I have a drink and go to the toilet I line up quietly at the classroom door when the music is playing

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Alberton 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 implements positive and non-punitive interventions to support 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:

- 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
- referral to the Year Level Coordinator
- restorative practices
- detentions
- 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 Alberton Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Alberton 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.

8. Evaluation

Alberton Primary School will collect information 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
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

Alberton Primary School will also regularly monitor students 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

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy

- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October, 2022
Consultation	SRC Staff School Council
Approved by	Principal
Next scheduled review date	October, 2024