

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact: Congupna Primary School administration on (03) 5829 9286

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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.

Congupna 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

Congupna Primary School is located five kilometres north of Shepparton and caters not only for the bustling township of Congupna, but also for the major growth area of North Shepparton. In 2022, the official school enrolment is 67 and the school has four teachers and five educational support staff looking after our four classrooms; In 2022, our classrooms consist of a Grade F/1, Grade 1/2, Grade 3/4 and a Grade 5/6 composite. The school bus services the Congupna and North Shepparton areas in the morning and afternoons and an Out of School Hours Care (OSHC) service is offered by TheirCare on-site.

The school boasts fantastic facilities, provides specialist IT devices and provides many things only a small school can provide including vegetable gardens, cooking and looking after school pets such as budgies, chooks and guinea pigs. Additional resources such as two undercover playgrounds, football oval, rebound walls, soccer pitch, undercover sandpit and cubby house provide our active children with many avenues to participate in physical activity to help expend some of their boundless energy. Children currently attend specialist classes in STEM, Italian, Art and Library, the school participates in the Sporting Schools Program and all classrooms participate in whole-school programs that focus specifically on Writing, Spelling and Numeracy in 2018.

Congupna Primary School has recently invested a lot of time and energy into two major initiatives to support and engage our students and the wider school community. The first was to enhance the Social and Emotional Learning Skills (SELS) of our students and wider school community by engaging them to help set our School Values (We are KIND, We are BRAVE, We are CURIOUS) and become a Respectful Relationships Lead School. At Congupna Primary School we believe that if there is a good working relationship between school and home and that the children in our care are happy and feel safe, this promotes a positive atmosphere for learning. Secondly, the school is aspiring to be the best small rural STEM (Science, Technology, Engineering, Mathematics) school in Victoria in an effort to provide students the skills they will need to be successful for life after school. The STEM program is now very well resourced, and the focus has been on both collaborative teamwork and learning through enquiry. We encourage students to work together to answer their own questions and solve their own problems whilst developing skills in using 3D Printing software, multiple Coding programs, a junior set of Lego WeDo2.0 Robotics, a senior set of Lego EV3 Robotics, Edison Robots, Stop Animation software, Minecraft Education and many iPad Apps and Netbook Programs that support STEM learning.

2. School values, philosophy and vision

Vision

Congupna Primary School is a school community empowering respectful, healthy, independent lifelong learners to be global, creative thinkers who will achieve and make a difference in a rapidly changing world.

Values

This School Values Policy should be read in conjunction with the Respectful Relationships Policy as they work side by side to ensure a universally accepted set of values and approach to everything we do at Congupna Primary School.

1. We are KIND

- To let everyone in the school know that Congupna Primary School looks after its students, their families and friends, the teachers and office workers, gardeners and cleaners and all visitors, with kindness, and
- To make sure everyone in the school knows how to look after others with kindness.

2. We are **BRAVE**

- To let everyone at Congupna Primary School know how we show we are brave and when it is particularly important to be brave. We are brave by being ‘the best us’ and respecting ourselves and showing respect for other people, and
- To make sure everyone in the school knows how to look after others by being brave.

3. We are **CURIOUS**

- To guide our behaviours and help us all to grow to be the best that we can be from everything we do at Congupna Primary School.

Respectful Relationships

The Respectful Relationships Policy should be read in conjunction with the School Values Policy as they work side by side to ensure a universally accepted set of values and approach to everything we do at Congupna Primary School.

At Congupna Primary School, we expect that every girl, boy, woman and man:

- Is respected,
- Knows they deserve respect and
- Shows respect in the way they treat others.

This Policy has been developed to:

1. Make sure everyone in the Congupna Primary School knows that all girls and all boys will experience the same care and protection from harm regardless of differences between them.

2. To let everyone in the school, our friends and families know that Congupna Primary School is brave and is being brave in the way it protects all children in its community from harm caused by violence between adults, adults and children and between children.

3. To help anyone act if they see or hear about someone experiencing harm from violence or experience harm themselves.

Our Statement of Values is available on the school website: <https://www.congupnaps.vic.edu.au/>

3. Engagement strategies

Congupna 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 (cohort 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 Congupna 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 Congupna 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 Voice Team and other forums including year group meetings and Peer Support Groups. 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 peer support programs such as 'Buddies'.
- All students are welcome to self-refer to the School Chaplain 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
 - Bully Stoppers

Targeted

- all students subscribed to the Program to support Students with a Disability (PSD) will be provided with support and an individual learning plan to address specific learning or behavioural issues
- connect all Koorie students with a Koorie Engagement Support Officer and supply a Koorie Education Support Plan

- 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
- 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

Congupna 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 (CAMHS) 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.

4. Identifying students in need of support

Congupna 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. Congupna 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, 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.

6. Student behavioural expectations and management

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 Congupna Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Congupna 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 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 Principal
- 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 Congupna 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

Congupna 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 Group Meetings and developing individual plans for students.

8. Evaluation

Congupna 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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	29/03/2022
Consultation	School Council Approval
Approved by	Principal
Next scheduled review date	2024