



Student Engagement and Wellbeing Policy

School Philosophy

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Guidelines:

Our school will implement a range of principles and procedures to ensure a safe and inclusive school environment for everyone. The policy sets out the rights, responsibilities and shared expectations of everyone in the community including students, parents, carers, teachers and school staff. There will be a strong focus on positive behaviours as well as prevention, and early intervention in response to individual student needs.

The Student Engagement Policy relates to the three interrelated components of student engagement and school connectedness:

- **Behavioural engagement** – Students’ participation in education, including the academic, social and extra-curricular activities of the school.
- **Emotional engagement** – Students’ emotional reactions in the classroom and in the school; their sense of belonging or connectedness to the school.
- **Cognitive engagement** – Students’ investment in learning and their intrinsic motivation and self regulation.

Implementation:

School Profile Statement

Our school enjoys a unique environment with beautiful indoor and outdoor learning spaces. The school atmosphere is supportive and friendly where every child’s education is of the highest priority. The school prides itself on providing a personal approach to student learning, through highly engaging programs that supports every child to achieve their full potential physically, emotionally and academically. The school’s high emphasis on nurturing and well being gives students the opportunity to learn the skills and resilience to be successful in life. The school shares a unique relationship with the wider community. This is exemplified by the positive relationship between the staff and parents both during and outside of school hours.

Whole-school Prevention statement

Our school is committed to developing relationships based on whole school and classroom practices and ensuring that all students are engaged, feel welcomed and are encouraged to attend school regularly. Our school provides a learning community where students are challenged, engaged and connected to teachers and peers. Our school’s vision is to have every student achieving their full potential. We believe that all students should be actively engaged in their learning and that our teachers provide a stimulating program that is relevant, exciting and fun. We promote the value of respect throughout the whole school community - respect between students, teachers and parents. We value each other and foster positive relationships and behaviours. Students are acknowledged for displaying the school’s Values and individual and team achievements are celebrated.

Positive programs and practices have been established to encourage the full participation of all students at school which includes a dynamic/challenge and stimulating curriculum. Enthusiastic

teachers provide learning opportunities that engage student interest and catering for individual learning styles. There are high expectations for all students and staff, and teachers throughout the school act as positive role models.

Whole-school Prevention actions

The school will:

- Focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- Collaboratively develop and implement a fair and respectful whole school behaviour management approach.
- Provide predictable, consistent and fair classroom and school environments.
- Provide physical environments conducive to positive behaviours and engagement in learning.
- Create opportunities for students to take responsibility and be involved in decision making through leadership initiatives and Junior School Council.
- Encourage and provide multiple opportunities for parents/carers and members of the broader community to plan an active part in the life of the school and the education of their children.
- Include in the school's curriculum pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and provide students with a sense of ownership of their environment.
- Support families to engage in their child's learning and build their capacity as active learners.
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- Have processes in place to identify and respond to individual students who require additional assistance and support.
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Program

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- Accommodating different learning profiles and rates of learning
- Intervening early to identify and respond to individual student needs

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- Providing parents/carers with a learning program that best suits their child's needs
- Involving students and parents in programming and planning decisions
- Supporting students' access to programs that let them pursue achievable pathways
- Ensuring the expertise of teachers working in our school is maintained and developed

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships. The key focus will be on prevention and early intervention strategies that:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour

- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behavioural difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision making
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through School Council, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with the AusVELS curriculum.

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capabilities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. The dimensions to student participation include:

- Student involvement in school and community development
- Students as researchers and co-enquirers
- Student feedback on teaching and learning
- Students as peer-tutors

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Welfare Policy
- Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families with homework and other curriculum related activities
- Involving families as participants in school decision making
- Coordinating resources and services from the community
- Providing opportunities to enhance parent knowledge and skills

Rights and Responsibilities

At this school all students, regardless of disability, ethnic and cultural background, sexual persuasion, or religion will have equal access to education and support, according to their individual needs. This school is committed to ensuring that a culture of mutual respect, the appreciation of individual differences and the positive resolution of conflict are intrinsic to the culture and behaviours of this school.

Shared Expectations

Expectations from the School

Our school is responsible for providing an educational environment that ensures that all students are valued, cared for and feel part of the school. The school has high expectations for all students and encourages students to engage effectively in their learning and educational experiences.

The school's Values form the basis of the school's beliefs and these are promoted during school assemblies by rewarding positive behaviour, the school newsletter and classroom teaching practices.

At Upwey South PS:

- All students, staff and parents to implement the value of respect on a day to day basis.
- Make good teaching happen for every child, every day, in every classroom through strengthening teacher capacity.
- All staff to have positive, authentic relationships with students they teach.
- We believe in explicit instruction to improve student knowledge.
- We will articulate high expectations for all students.
- All students and staff to incorporate the use of digital technologies in their learning.

The Principal and teaching staff will:

- Provide a curriculum that is relevant and challenging; encouraging success and improved student outcomes.
- Ensure that all students have equal access to education.
- Provide support and inclusive teaching practices through an appropriately modified curriculum for students with disabilities or special needs.
- Provide opportunities for students to engage in extra-curricular activities including incursions, excursions, instrumental music, sporting activities and school camps.
- Provide appropriate students services including those offered by external professionals such as psychologists, social workers and speech therapists as well as intervention programs for students requiring extra support.
- Celebrate diversity through the school's LOTE program, multi-cultural events and a curriculum that acknowledges and celebrates cultural history.
- Openly promote home/school partnerships and encourage parents and carers to take an active role in the school and the education of their children.

Student Expectations

At this school students are expected to adopt the school's values and adhere to agreed school rules, in an effort to create an environment which is conducive to learning and encourages students to make appropriate choices about their behaviour. Students are expected to attend school punctually and regularly. They should actively participate in the full range of education programs and opportunities offered at this school and progressively take responsibility for their own learning.

Students are also expected to:

- Be polite, honest and respectful to all.
- Be optimistic and enthusiastic about their learning and relationships with others.
- Stay focused on their education and take on new challenges.
- Take pride in their achievements.
- Respect the rights of others including the right to learn.

Students can expect teachers and other staff to:

- Be supportive, encouraging, fair and kind.
- Demonstrate the school's values through their own behaviour.
- Ensure that the school's values, rules and policies are adhered to.
- Provide instruction to meet their needs and abilities.

Students can expect that parents will:

- Be encouraging, supportive and interested in their education.
- Ensure that students attend school punctually and regularly.
- Provide access to relevant and appropriate resources to ensure that children are able to maximise their educational experiences.

Parent Expectations

This school has an open approach to home/school partnerships, which encourages effective communication and relationships between parents, carers, teachers and the school. Parents are expected to take an interest in their child's education and support the school rules and values. Parents are encouraged to support the educational and emotional development of their child through:

- Accepting opportunities to be involved in school initiatives and programs.
- Being role models for their children by being involved in the school themselves.
- Actively supporting student participation and involvement in their education as well as extra-curricular opportunities.
- Encouraging a positive attitude towards school in their children.
- Reinforcing the school's Values Program with their children.
- Encouraging punctuality and regular attendance using the motto "It's not OK to be away".
- Supporting their children at home with homework and encouraging a positive attitude to such tasks.

Our school encourages student engagement, regular attendance and appropriate behaviours through the implementation of whole-school strategies supported by targeted and individualised support when required. Prevention and early intervention forms the basis for all strategies. The school will:

- Seek to understand the student.
- Ensure there is a clear understanding of expectations by both students and teachers.
- Involve and support parents and carers.
- Involve the Principal, Assistant Principal and welfare staff in matters related to engagement, attendance or behaviour.
- Convene Student Support Group meetings when appropriate.
- Develop individualised learning, behaviour or attendance plans.
- Enact a staged response for students facing difficulty with engagement, attendance or behaviour.
- Involve community support agencies when appropriate.

In promoting school attendance the school will:

- Articulate high expectations to the school community through the motto "It's not OK to be away".
- Celebrate 100% attendance of students and staff.
- Adopt consistent and rigorous procedures to monitor and record student absence.
- Follow up student absences promptly.
- Provide early identification and supportive intervention for students at risk of non-attendance.
- Provide a staged response involving support from the Principal, Assistant Principals, welfare staff as well as local community groups and agencies when appropriate.
- Support the student's return to school after a long absence.

In promoting positive behaviours the school will:

- Explain and teach school-wide and classroom expectations.
- Explain and teach Internet safety behaviours and related anti-cyber-bullying behaviours
- Establish consistent school-wide and classroom consequences for in-appropriate behaviour.
- Convene Student Support Group meetings when appropriate.
- Refer students to community support agencies for specialist intervention.
- Involve key welfare staff including the Principal and the Assistant Principal as well as specialist support staff including psychologists and social workers.
- Implement consequences for serious behaviour breaches which may include an in-school suspension, regular suspension from school, as well as expulsion from school.

School Policies which underpin this policy:

- Anaphylaxis Management Policy
- Asthma Management Policy
- Behaviour Management Policy
- Bullying, Cyber-bullying and Harassment Policy
- Duty of Care Policy
- Excursion Policy
- First Aid Policy
- Health Care Needs Policy
- Incursion and Excursion Policy – when learning with an external provider
- Mandatory Reporting Policy
- Medication Management Policy
- On-Site Supervision of Students Policy
- Parent Concern and Complaints Policy
- School Camps Policy
- School Attendance Policy
- Student Welfare Policy

This policy was approved by School Council on 4th June, 2014