



STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers If you need help to understand the information in this policy, please contact Pomonal Primary School on 03 5356 6292 or pomonal.ps@education.vic.gov.au.

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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.

Pomonal 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.

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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

School profile

Pomonal Primary School is located on the East Side of the Grampians (Gariwerd) Range with the National Park creating its western border. The town of Pomonal was named after the Roman Goddess Pomona, goddess of orchards and fruit trees. With the establishment of orchards in the area the school began in 1887. Pomonal is located approximately 20km South-West of Stawell and 35km West of Ararat.

Our school grounds back onto native bushland, and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or ride their bike to school. Pomonal Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

Our school values the Indigenous community and are proud of our inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

VISION

Pomonal Primary School's vision is to empower students to reach their personal best in all areas of the curriculum.

MISSION

Pomonal Primary School's mission is to provide a place of learning where 'learning for life' is the foundation of all learning activities, where students are encouraged to connect with their environment and wider community, sharing a strong sense of belonging.

OBJECTIVE

Pomonal Primary School's objective is to ensure students leave our school with a strong sense of independence, self-discipline and a practical understanding of the curriculum.

VALUES

Our core values are **Respect, Responsibility** and **Resilience** which are pillars of the wider Pomonal community and understood by students in the following ways.

RESPECT - Of self, of the differences and needs of others, of the school property and the environment.

RESPONSIBILITY - For our own learning and for the various indoor and outdoor environments in which this learning occurs.

RESILIENCE - Don't give up. Challenges provide opportunities to learn.

Pomonal 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 Respect, Responsibility and Resilience at every opportunity.

Wellbeing and engagement strategies

Pomonal 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
- 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
- deliver a broad curriculum including to ensure individual interests are met.
- teachers at Pomonal 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 Pomonal 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 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 daily learning activities, peer support programs, school plays, athletics, music programs and peer support programs
- 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
 - The Resilience Project
- 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, peers support programs

- School Wide Positive Behaviour Strategies are adopted across the school to reward positive behaviour via a number of means eg. Dojo shop (students earn points which are transferred to money to spend at the Dojo shop); monthly values awards etc.
- A restorative justice (think sheet) is utilised for any inappropriate behaviour as an opportunity to self-reflect on behaviour and rectify the situation.

Targeted

- The school is structured so the P-Y2 students spend more time working with the junior teacher, whilst the Year 3-6 students spend more core learning time with the senior teacher. This enables the junior and senior teacher to act as a point of contact for students who may need additional support.
- All students will be assisted to develop individual learning goals at the beginning of each term as well as ongoing smaller goals. This forms the basis of the student Individual Learning Plan.
- Classroom teachers undertake health promotion and social skills development in response to needs identified by student wellbeing data or issues as they arise.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Learning Plan and Behaviour Support Plan (as required)
- Individual Behaviour contracts
- Program for Students with Disabilities
- Referral to Student Welfare Coordinator and Student Support Services

Pomonal 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:
 - 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

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.

1. Identifying students in need of support

Pomonal Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Staff play a significant role in developing and implementing strategies to help identify students in need of support and enhancing student wellbeing. Pomonal 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

2. 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.

3. 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 Pomonal Primary School's Bullying policy.

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

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
- Restorative practices
- Detentions
- Behaviour reviews
- Suspension
- Expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy and procedures, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

4. Engaging with families

[Pomonal 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.

5. Evaluation

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Pomonal 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

Pomonal 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 and Wellbeing Policy
- Bullying Prevention Policy

- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	September 2025