

# STUDENT ENGAGEMENT AND WELLBEING POLICY

## **RATIONALE:**

Amsleigh Park 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 and the principles of School Wide Positive Behaviour Support.



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact the school general office on 9544 1553 or via email: [amsleigh.park.ps@education.vic.gov.au](mailto:amsleigh.park.ps@education.vic.gov.au)

## **GOALS:**

The goals of this policy are to ensure that all students and members of our school community understand:

- ❖ our commitment to providing a safe and supportive learning environment for students
- ❖ expectations for positive student behaviour consistent with School Wide Positive Behaviour Support (SWPBS)
- ❖ support available to students and families
- ❖ our school's policies and procedures for responding to inappropriate student behaviour.

## **GUIDELINES:**

- ❖ This policy applies to all school activities, including camps and excursions.
- ❖ It should also be noted and clearly understood that our school explicitly prohibits corporal punishment.

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### **1. School profile**

Amsleigh Park Primary School is located in the quiet suburban streets of Oakleigh East, and draws students from all around our locality. We have 340 students enrolled from Prep – Grade 6 and 30 school staff members including 22 teaching and 10 Education Support. We are a school community that is committed to continuous improvement and achieving excellence in teaching and learning. We have a reputation for providing quality learning programs in all curriculum areas.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Every effort is made to ensure our programs cater for individual needs and a diverse range of students. This includes a wide range of intervention, extension and extra-curricular programs such as, aerobics, instrumental music, school camps, annual school concert and community nights. Our school priorities include Literacy, Numeracy, Inquiry Learning and a strong commitment to student wellbeing. A highlight of the school's culture is the extremely strong partnership between parents and staff, which is supported by a proactive School Council and active Parents and Friends Association (PFA).

Our parents are actively involved in a wide variety of school activities and events. Our community is committed to providing a safe, secure and stimulating learning environment in which each student is supported to reach their full potential. This is supported through a positive school culture, focusing on the link between student wellbeing and learning as well as understanding the vital role teachers and parents play in student success. This Student Engagement Policy articulates the school community's shared expectations in student engagement and behaviour.

## 2. School values, philosophy and vision

Amsleigh Park Primary School's Statement of School Philosophy is integral to the work that we do and is the foundation of our school community culture. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Integrity, Motivation, Resilience and Inclusion at every opportunity.

Our purpose for wellbeing is to provide a friendly and caring environment that enhances learning, personal growth and wellbeing for all students; creating a stimulating and supportive environment for all teachers; and assists, informs and involves parents. This is supported by:

- ❖ Providing a supportive, safe and dynamic learning environment that promotes thinking, creativity and individuality.
- ❖ Implementing a culture of positive behaviours across all areas of our school.
- ❖ Developing a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as global citizens.
- ❖ Providing high quality learning programs that engage our students and instil the essential skills that will enable them to become lifelong learners.
- ❖ Providing programs that teach skills and values, supporting and extending our students in all forms of academic, social, creative and physical endeavours.

Our school values include:

**Respect** – Treating one another and the school environment with consideration in a friendly and courteous manner.

**Integrity** – Ensuring that members of our school community live up to our core values, demonstrating fairness and honesty.

**Motivation** - To be stimulated, engaged and excited about a task and to perform at the best of your ability.

**Inclusion** Creating a positive environment that allows everyone to feel included, accepted and cared for.

**Resilience**- Demonstrating an ability to bounce back from disappointment and persevere when facing challenges.

## 3. Engagement strategies

Amsleigh Park 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. All our endeavours are student centred with an emphasis on engaging learning programs, which cater for the individual needs of students.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Whole School Strategies:

- Developing, communicating and monitoring consistent expectations of all staff, students and parents and carers through School Wide Positive Behaviour Support. Using a range of communication strategies each school year that builds agreement and understanding of these expectations including; promoting and sharing this policy on an annual basis, and implementing the Learning to Learning program undertaken at the start of each school year.
- Creating, promoting and maintaining a culture that is inclusive, engaging and supportive, and prioritising positive relationships between staff and students. This is undertaken through

implementing respectful relationships, regular circle time, explicitly teaching social-emotional learning program (SEL) and implementing School Wide Positive Behaviour Support.

- Promoting a culturally safe environment for Aboriginal children and families through acknowledgement of country at weekly assembly and special events, flying of the Aboriginal and Torres Straight Island flags, appointment of a Marrung Leader (School representative for Inner East), development of IEPS, linking families with Inner East regional KESO and implementation of the Victorian Curriculum.
- Welcoming all parents/carers and being responsive to them as partners in learning through 'Get to Know You' interviews, ongoing teacher-parent communication (formal and informal), coffee mornings, Student Support Groups (SSGS) – where applicable, participation in excursions, camps, Parents and Friends and School Council.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, SWPBS data, student management data and school level assessment data. As a Professional Learning Community (PLC) school using data and considering evidence is vital when planning for learning, evaluating programs and seeking improvement. We apply the FISO improvement cycle to support this important work.
- Delivering a broad curriculum including learning that is tailored to their interests, strengths and aspirations within the Victorian Curriculum. Working in Professional Learning Communities (PLCs) our teachers collaboratively plan and document learning based on analysis of student learning data.
- Teachers at Amsleigh Park Primary School use a whole school instructional model based on the Gradual release of responsibility for learning and includes I-Do, We-Do and You-Do. Using this model leads to a more explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- 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
- A carefully planned transition program to support students moving into different stages of their schooling is undertaken in Term 4 each year.
- Positive behaviour and student achievement is acknowledged in the classroom, and formally at school assemblies and in 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 Enviro-Stars. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through the Better Buddies Program (Prep – Grade 6), special event days that are multi-age, peer support, Athletics-cross country teams, the House system.
- As required we implement programs, incursions and excursions developed to address issue specific behaviour addressing issues such as bullying.
- Implementing the Daniel Morcombe Curriculum as part of the Child Safety Standards.

#### **Targeted Strategies:**

- Each teacher is responsible for monitoring the health and wellbeing of students in their direct care and will work with their colleagues, and the principal class team to support specific needs.
- All students in Out of Home Care and/or Koori students will be monitored by the Assistant Principal have an Individual Learning Plan and, as required, will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

**Individual Strategies:**

Amsleigh Park Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Student Support Groups
- Program for Students with Disabilities
- Referral to Assistant Principal and Student Support Services
- referral to Orange Door
- 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 Education 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 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.
  - Koori

**4. Identifying students in need of support**

Amsleigh Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Each teacher plays a significant role in developing and implementing strategies and help identify students in need of support and enhance student wellbeing. Amsleigh Park 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, collected and observed on an ongoing basis.
- Monitoring attendance records and making contact with families when concerns arise.
- Monitoring academic performance.
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- Working with Student Support Services and other allied health staff to observe students behaviours and formulate a plan of support.
- Through communication and 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 values should be upheld by all members of our school community.

### Rights of Students

Students have a right to:

- Participate fully in their education
- Feel safe and secure and happy at school
- Be treated with respect and courtesy
- Be treated fairly
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- Be valued for their individual differences
- Be recognised for their growth and achievement
- Have access to accessible technology
- Participate in all aspects of school life
- A positive learning environment in which they can express their ideas, feelings and concerns.

### Responsibilities of Students

Students have a responsibility to:

- Participate fully in their educational program
- Follow school rules and 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.
- Care and respect the property of themselves, including other students, school staff, community members, visitors and the school itself
- Help make our school a happy learning environment
- Understand that there will be logical consequences for their actions
- Report any unacceptable behaviours to a teacher
- Tell a teacher if they cannot resolve an issue through discussion
- Behave responsibly in “Digital spaces”, showing respect for themselves and others which includes, appropriate use of equipment, technology and behaviour

## 6. Student behavioural expectations

Amsleigh Park Primary School is committed to the implementation of School-Wide Positive Behaviour Support (SWPBS). SWPBS is an evidence-based framework for responding to student behaviour. Using this framework, we aim to create and maintain a positive and safe learning environment and maximise the academic and social growth of all students. Students are supported with a consistent, responsive management system.

Our school wide systems are aligned to create an inclusive environment where there is a:





1. Common purpose and approach to discipline
2. Clearly defined set of expected behaviours
3. Procedure for teaching and practising behaviours
4. Continuum of procedures for acknowledging and encouraging expected behaviour
5. Continuum of procedures for responding to problem behaviours
6. Procedure for data collection, ongoing monitoring and evaluation

### Expected Behaviours

Expected behaviours at Amsleigh Park are based on our values: Respect, Resilience, Inclusion, Motivation, and our overarching value, Integrity. A matrix of expected behaviours has been developed for different locations across the school in relation to these values: Learning Areas, Outdoor Areas, Taps and Toilets, Common Spaces and eSmart. Members of the whole school community have contributed to the creation of our matrix. Each of the behaviours on the matrix are explicitly taught to students across the school.



### Amsleigh Park SWPBS Behaviour Expectations

| At Amsleigh Park we show integrity by committing to our school values and expectations and appreciate the same from others. |  |  |  |   |   |  |
|---|--|--|--|---|---|--|
|   | Always   | Learning Areas<br>(classrooms, specialist areas, outdoors, learning street etc)  | Common Spaces<br>(hallways, foyer, learning street, hall)  | Outdoor   | Taps and Toilets  | eSmart   |
| <b>Respect</b>  | I listen attentively<br>I respect all property<br>I use my manners<br>I move safely<br>I keep my hands and my feet to myself<br>I use respectful language        | I keep my body with the group<br>I respect others' right to teach and learn<br> | I walk on the left<br>I greet others as I pass them<br>I remain outside during play time<br>I leave the space neat and tidy  | I sit down when I eat<br>I am responsible for my rubbish<br>I respect trees and garden beds<br>I am sun smart<br>I use sports equipment appropriately<br>I return equipment | I use the drinking taps for drinking only<br>I wash my hands and turn off the tap<br>I use the toilets appropriately<br>I give people their privacy | I only access my own account and files<br>I use devices and equipment with care<br>I leave device settings unchanged<br>I keep my information private<br>I shut down and put my device on charge |
| <b>Resilience</b>   | I celebrate the success of others<br>I manage my emotions<br>I persist when challenged<br>I solve small problems on my own<br>I bounce back after disappointment | I look for more than one solution<br>I consider and respect others' ideas<br>I learn from my mistakes  | I take responsibility for my actions and words   | I share spaces<br>I win and lose graciously<br>I am open to a variety of games  |    | I use technology with patience   |
| <b>Motivation</b>   | I actively participate in learning<br>I respond promptly to instructions<br>I try my best<br>I line up quickly and quietly                                       | I am prepared and ready to learn<br>I ask for help<br>I challenge myself to improve<br>I use my learning time wisely and use a growth mindset                    | I return to class as soon as possible<br> | I respond promptly to the music<br>I follow the rules of the game   | I go to the toilet during recess and lunch<br>I only go to the toilet when I need to<br>I return to class as soon as possible                       | I stay on task<br>I follow instructions and only use appropriate programs or websites  |
| <b>Inclusion</b>  | I am flexible and invite others to join in<br>I respect differences<br>I ask to be included  | I work with a variety of people<br>I share classroom resources   | I am mindful of others using the space   | I share spaces<br>   | I wait patiently for my partner   | I communicate respectfully online<br>I share my knowledge and skills with others<br>I share resources with others  |

### Responding to problem behaviours

At Amsleigh Park we respond to behaviour using the Amsleigh Park Decision Making Flowchart. The flowchart provides a consistent response and understanding within all learning communities across the school. When we observe a behaviour based on an inappropriate choice we move down the flowchart. By following the flowchart, we are providing students with an opportunity to correct their behaviour according to our school expectations. The following steps are followed when dealing with a minor behaviour.

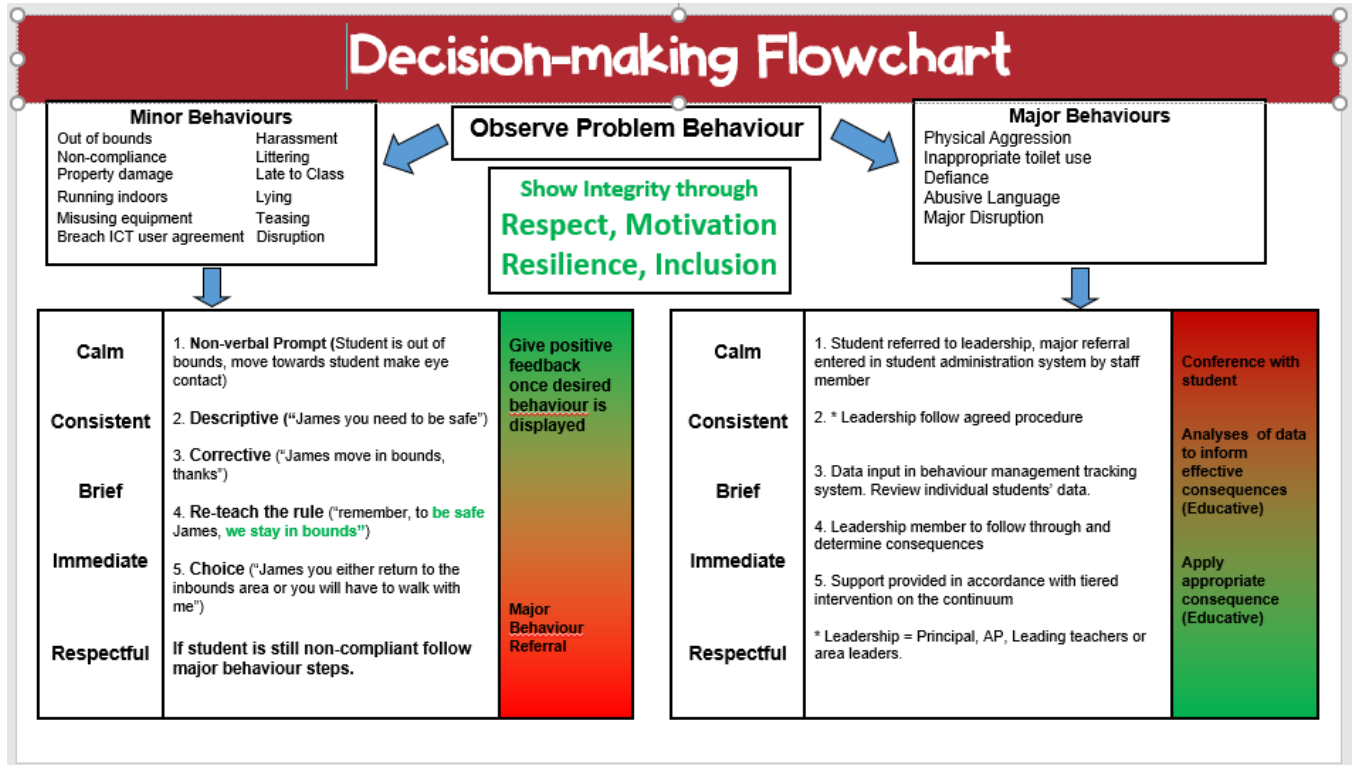
- 1. Non-verbal Prompt** (Student is out of bounds, move towards student make eye contact)
- 2. Descriptive** (“James you need to be safe”)
- 3. Corrective** (“James move in bounds, thanks”)
- 4. Re-teach the rule** (“remember, to be safe James, we stay in bounds”)
- 5. Choice** (“James you either return to the inbounds area or you will have to walk with me”)

Minor behaviours should be addressed quickly and quietly or privately. If the student is still non-compliant after following these steps, it becomes a major behaviour. Major behaviours are recorded on the school management system and brought to the Leadership Team. One of the leaders will then assess the situation on an individual basis and may follow up with restorative chat, removal from learning space, phone call/meeting with parents, and in some cases, more serious actions such as suspension. We have identified major and minor behaviours and the Amsleigh Decision Making Flowchart provides a whole school procedure for responding to them. Major Behaviours are selected based on the current needs of the school and can be revised accordingly.

## Restraint and seclusion

Any restrictive interventions that involve restraint or seclusion are measures of last resort and many only be used in situations that are consistent with the Department of Education Policy.

<https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>



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.

## 7. Engaging with families

Amsleigh Park 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, making them available on our school website or at the school.
- Maintaining an open, respectful line of communication between parents and staff, supported by our Parental Communication Policy.
- Providing opportunities for parents to volunteer so that families can contribute to school activities, excursions, camps, class events, classroom learning and whole community celebrations.
- 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

Amsleigh Park 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 (ATOSS)
- SWPBS Data
- School reports
- Parent Opinion surveys
- Case management of students

## 9. 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

This policy should be read in conjunction with the following policies.

- ❖ Statement of School Philosophy
- ❖ Bullying Prevention Policy
- ❖ Child Safety Policy

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](#)

## **STATUS:**

Reviewed: February 2023

Consultation: School Council 21-2-23  
Staff 20-2-23

Approved by: Michael Cormick – Principal

Next Review: February 2025



