



## Student Wellbeing and Engagement Policy

### GLEN HUNTLY PRIMARY SCHOOL

#### 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.

Glen Huntly 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.

#### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

#### POLICY

##### 1. School profile

Glen Huntly Primary School has:

- A commitment to student safety in all school environments with zero tolerance to child abuse
- Established teaching teams that construct a learning environment where students learn and feel valued
- Developed expectations that all students can learn

Glen Huntly Primary School responds to the needs and expectations of the community by providing evidence based educational programs that ensure all students learn. The School actively

builds strong relationships, as parents are vital partners in the educational process. Glen Huntly Primary School invites active participation in the school; examples being School Council, Sub Committees and Parents & Friends.

The School believes all students need to feel increasingly connected locally, nationally and globally and see education as their intellectual right and most powerful vehicle to positively contribute to the wider community.

Glen Huntly Primary school opened in 1914. Classes were held in a three-roomed red brick building on the corner of Garden Ave and Grange Rd. This forms part of the facility now known as the West Site. As the district developed and the need for more accommodation grew, a new three storey brick building was built on the opposite side of Grange Rd. This is known as the East Site. The school became established and constructed on a split site. The single storey building on the western side of Grange Road houses Junior Grades, whilst the buildings on the eastern side of Grange Road house the Senior School.

Glen Huntly Primary School is located in a residential suburb about 16 kilometres south-east of the Melbourne CBD in South East Victoria Region. The school is located on Grange Road on two separate sites on either side of the road and is connected by an overhead footbridge. The school has an enrolment of approximately 331.6 students. There are 14 classes in 2021: ten classes on the East Site and four on the West Site in 2021.

Capital works projects involving a new Gymnasium and Administration Area will commence in term 1 and it is anticipated that this work will be completed by 2023.

Glen Huntly takes pride in the cultural and social diversity of its students and the school prides itself on being friendly, approachable and supportive. Parents and staff share the same high expectations of the students and the school. The community involvement from the parent community is exceptional with the Glen Huntly Parents Association being active contributors to the life, functions and fund raising of the school. The school enthusiastically implements Sustainability including caring for Chooks and a Cooking program for all classes across the school. It has a strong and vibrant Visual and Performing Arts programs, which culminate in Art exhibitions and a high standard annual musical Cabaret performance. The Music with Japanese as the LOTE program has combined in 2019 and is engaging students with Harmony Day which is celebrated in March being the first event to promote these together. Through the Physical Education program students practice and develop fundamental motor skills, including Prep PMP, attend Swimming and Athletics Sports, House Cross Country and Interschool sport for Grades 5/6.

School demographics have fluctuated over the past four years with high levels of student mobility and constant significant numbers of students with English as an additional language. (EAL). The school's SFOE (Student Family Occupation Enrolment) is 0.1206. In addition to 331.6 Student Resource Package funded students, the school has one international full fee paying student. Four of the total 331.6 students receive funding through the Program for Students with Disabilities. The school self funds 5 students through the ES timetable allocation.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing classroom practice to ensure that our teaching and learning practices and curriculum engages all students by recognising and responding to their diverse learning needs. Effective high impact teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles (open class discussion circles), and professional learning teams that encourage innovative teaching and learning developed using the Professional Learning Communities and the FISO Models and the Victorian Curriculum. Glen Huntly Primary School is committed to the Real Schools and Resilience Project and Zones of Regulation programs, which implement a Restorative Practices Action Plan and Mindfulness across the school, to maximise student engagement and wellbeing and social justice approaches.

## **2. School values, philosophy and vision**

Glen Huntly 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 achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity.

Our school's vision is to optimise student learning growth across all curriculum areas and levels of ability, enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school.

## **3. Engagement strategies**

Glen Huntly Primary School uses Restorative Practices to encourage engagement and build pride, respect and responsibility in each individual student. The school is committed to the Real Schools program, which implements Restorative Practices across the school, to maximise student engagement and wellbeing and social justice approaches. Restorative Practices seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. This will be extended to the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues.

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need. Strategies and programs that assist this endeavour are:

Universal:

- Real Schools Program and Restorative Practices Action Plans
- Class Mission Statements are co-constructed with teacher and students in each teaching space around the school
- The Resilience Project
- Zones of Regulation
- Sub-School Programs where concerns are shared and discussed
- Whole school Staff Meetings where wellbeing is an ongoing agenda item
- House Systems
- Peer Mediation
- School Support Officers: Speech Therapist, School Psychologist and Visiting Teachers
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- High and consistent expectations of all staff, students and parents and carers
- Welcoming all parents/carers and being responsive to them as partners in learning
- Bullying Prevention Policy
- Brain Food
- Specialist Programs including Japanese, Music, Art, PE and Library
- Cooking incursions
- Differentiated Literacy and Numeracy programs
- Student Council
- Buddy Programs
- Tutor Learning Program
- High Ability Program
- Butterfly House (EAL)
- Tree House Reading
- Student Action Teams
- Maths Olympiad

#### Targeted:

- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care have an Individual Learning Plan and will be referred to Student Support Services
- staff will apply a trauma-informed approach to working with students who have experienced trauma

#### Individual:

- Student Support Groups
- Individual Learning Plan; Behaviour Support Plan; Return to School Plan and Safety Plan
- Program for Students with Disabilities
- referral to Assistant Principal and Student Support Services
- Navigator
- Lookout

The School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others. These include:

- Individual behaviour management plans
- Positive reinforcement based on Restorative Practices
- Whole Class Circles to promote discussion and understanding

Glen Huntly 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 students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, Assistant Principal 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.

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.

Glen Huntly Primary School understands that attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. We analyse and manage this through various responses such as:

- Attendance
- Attitudes to School Survey
- PIVOT Survey
- Parent Survey data
- Student management data and school level assessment data
- Staff Survey

Glen Huntly Primary School also takes into account our high proportion of EAL students and provides students with limited English support through targeted intervention programs run in years 1 to 6. These are conducted through breakout sessions in consultation with the classroom teachers. Students are also supported in Years 1 and 2 with our 'Tree House Reading Program'. This program is specifically designed to support students who are reading below the expected level with the aim being that when students finish the program they are at a level equivalent to their peers. This also allows students to receive regular one on one intervention support.

To engage students in the curriculum Glen Huntly uses a range of resources and mechanisms to support all students being engaged:

- teachers use the FISO 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
- teams are structured as PLC's (Professional Learning Community) to support the understanding of continuous reflection, growth and development of staff and teams
- teachers at Glen Huntly 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
- teachers in Foundation and Year 6 provided carefully tailored transition programs to support students moving into different stages of their schooling
- we have a transition day on the last Wednesday of each term for any students starting with us the following term
- Prep- Year 6 Parent Information Nights, New Prep Parent Information Night, Term newsletters are shared with students and families to stay connected
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents through our Student of the Week, Principal Awards and fortnightly newsletter

Glen Huntly Primary School targets engagement for students of different age/ability groups based on certain needs that arise. This may include engaging in healthy eating programs, sports programs, responsible pet care, *Bravehearts* (supporting students in understanding information about trusted adults). These programs are discussed and decided on by staff at the point of need of their class or year level.

Individual actions are taken based on a particular student's needs and concerns of teachers and staff members. These are decided on a case by case basis but may include employing services such as:

- SSO
- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Welfare Coordinator and Student Support Services
- Referral to ChildFirst, Headspace

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**

Glen Huntly Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Staff at GHPS play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Glen Huntly 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
- Information from other support agencies

## **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.

The Equal Opportunity Act 2010 (Vic) which prohibits discrimination in the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

Students have the right to:

- be treated with respect and fairness as individuals
- 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
- expect a learning program that caters to their individual needs.

Students have the responsibility to:

- be prepared and 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
- follow the Student Code of Conduct
- maintain their required learning resources and equipment
- understand that any form of bullying (cyber-bullying, verbal, physical or emotional), violence, inappropriate language or property damage is unacceptable.

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.

Staff have the right to:

- expect to be able to work in an atmosphere of order and cooperation
- use discretion in the application of rules and consequences
- use discretion and restorative practices in the application of rules and consequences
- receive respect and support from the school community.

Staff have the responsibility to:

- develop flexible teaching styles to engage learners
- deliver curriculum and assessments that challenge and extend students
- develop and model positive relationships and values that promote engagement, wellbeing and learning
- provide opportunities for student voice to develop a positive school culture in and outside the classroom
- treat all members of the school community with respect, fairness and dignity

- foster and develop a positive school culture.

All Parents and Carers have the right to:

- know that their children are in a safe, happy learning environment where they are treated fairly and with respect.
- expect a positive and supportive approach to their child’s learning
- expect communication and participation in their child’s education and learning.

All Parents and Carers have the responsibility to:

- contribute to positive relationships with members of the school community
- ensure students attend school and have the appropriate learning materials
- promote respectful relationships.

## 6. 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 Glen Huntly Primary School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Glen Huntly 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. In the first instance *restorative questioning* will be used to engage the student in understanding their actions or actions that have been taken against them.

**An example restorative question or scripted approach:**

When things go wrong	When someone has been hurt
<i>What happened?</i> <i>What were you thinking at the time?</i> <i>What have you thought about since?</i> <i>Who has been affected by what you have done? In what way?</i> <i>What do you think you need to do to make things right?</i>	<i>What did you think when you realized what had happened?</i> <i>What impact has this incident had on you and others?</i> <i>What has been the hardest thing for you?</i> <i>What do you think needs to happen to make things right?</i>

### A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Student Wellbeing Coordinator and/or Principal; all persons affected in the incident and be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be embedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected.
- The process for ongoing inappropriate behaviour, where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrongdoing. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

While restorative practices are used as a first resort by staff some other disciplinary measures may be applied in certain situations. These 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
- time outs
- behaviour reviews
- suspension
- expulsion

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

## **7. Engaging with families**

Glen Huntly 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**

Glen Huntly 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:

- The Attitudes to School Survey
- Parent Opinion Survey
- incidents data
- school reports
- PIVOT
- parent survey
- case management
- CASES21
- SOCS



## **FURTHER INFORMATION AND RESOURCES**

- Attendance Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Student Council Policy
- School Captains Policy
- Bullying Prevention
- Child Safe Standards
- Camps and Excursions Policy
- Privacy Policy

## **REVIEW CYCLE**

This policy was last updated in May 2021 and is scheduled for review in May 2024.