

# Student Wellbeing and Engagement Policy



## 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.

Pakenham 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

Pakenham Primary School is located in the Cardinia Shire, in Victoria's outer south east suburbs. The school was founded in 2018 and opened for students in 2019. The Student Family Occupation and Education (SFOE) Index is 0.4513, placing the school in the low-mid overall socio-economic profile. The school buildings include a combined administration and library block, two learning communities with central open spaces and a combined indoor gymnasium and performing arts centre. The grounds include three adventure playgrounds, a nature playground, two basketball courts and an oval.

The 2021 expected enrolment numbers from Foundation to 6 are approximately 340 students. PPS has a built capacity of 400 students. The Staffing profile of Pakenham Primary Schools includes a Principal, Assistant Principal, 19 teachers, 9 Education Support Staff including 4 Classroom ES, 3 Administration ES, a School Psychologist and a Grounds and Maintenance person. The school currently operates with 15 homegroups and a range of specialist subjects and supporting teaching staff. The teaching teams are organised into four Professional Learning Communities (PLC) for planning, organisation and program implementation. The staff and students work collaboratively within flexible learning communities (LC) organised into LC 1 - Foundation, LC 2 - Year 1, LC 3 - Year 2 and 3, and LC 4 - Years 4-6. Specialist subjects offered include Physical Education, Visual Arts, Performing Arts,

Science, Chinese and Auslan. The school also offers an EAL program weekly and has a focus on high ability learners. Pakenham Primary School established a sister school relationship with Cangwu Primary School, Lianyungang late in 2019.

Pakenham Primary School provides an approved curriculum framework based on the Victorian Curriculum, differentiated to meet student needs. The primary focus for the school during its founding year was to establish a strong leadership model, provide a safe and orderly learning environment, provide a guaranteed and viable curriculum and to ensure effective teaching in every classroom.

The school also established a Student VAL (Voice, Agency, Leadership) team, with student representatives from across the school, to work with Kate Beveridge, the Healthy Children's Facilitator from Cardinia Shire Council, to develop student leadership and decision making capacity, and to contribute to school policy development. The school has onsite Out of Hours Care and School Holiday Care provided by Big Childcare.

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

Pakenham 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 model our core values of inclusion, respect, safety and kindness at every opportunity.

Our school's vision aims to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Pakenham Primary School strives to provide a nurturing, inclusive and challenging learning environment that empowers students to reach their personal best, both academically and socially.

## **3. Engagement strategies**

Pakenham 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
- teachers at Pakenham Primary School the PPS Instructional Model in conjunction with an inquiry improvement model 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 Pakenham 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

- acknowledge positive behaviour and student achievement 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
- facilitate students to have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Team and other forums including classroom student voice meetings, surveys, suggestion boxes, in person to school staff etc. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- facilitate student participation for community feedback through the Cardinia Shire Council
- create opportunities for cross—age connections amongst students through school concerts, athletics, music programs house challenges and peer support programs
- welcome students to self-refer to the School Nurse, 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
- engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - *Safe Schools*
- facilitate programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management and personal safety programs)
- provide opportunities for student inclusion (i.e. sports teams, house challenges, recess and lunchtime activities)
- facilitate buddy and peers support programs

### Targeted

- each year group has a Team Leader, a senior teacher responsible for their learning community, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan 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 implement a trauma-informed approach to working with all students to maintain a calm and safe learning environment

### Individual

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Referral to the school Chaplain
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- Referral to a GP to arrange a Mental Health Plan to support access to external services
- referral to external services such as ChildFirst
- Navigator
- Lookout

Pakenham 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 students 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 or ChildFirst
  - Localised re-engagement programs in collaboration with the student, family and other relevant support services

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**

Pakenham Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The school Leadership Team play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Pakenham 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**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and our school-wide expectations. Student bullying behaviour will be responded to consistently with Pakenham Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Pakenham Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about inappropriate behaviour and relevant school staff will take consequential action. Details in relation to inappropriate behaviour and consequential action will be recorded on Compass and Cases21 as appropriate.

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
- reminding a student of the school expectations
- 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 Team Leader
- restorative practices
- behaviour reviews
- restricted access to the school yard
- supervised access to school programs and break times
- 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

Pakenham 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:

- implementing a parent engagement plan for parents to be involved in Parents and Friends Association, School Council, Learning Walks, LC support etc.
- 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

Pakenham 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
- staff survey data
- parent survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

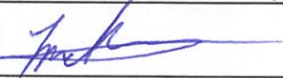
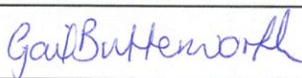
### Further information and resources

- School Policy and Advisory Guide: [Duty of Care](#)
- Pakenham Primary School website for associated policies

### Evaluation

This policy will be reviewed every 2 years by School Council to confirm/enhance internal control procedures.

Proposed amendments to this policy will be discussed with relevant staff and School Council if applicable.

Approved Date	School Council President	School Principal
	Name: <b>TRAVIS METHER</b>	Name: <b>Gail Butterworth</b>
	Signed: 	Signed: 

### Review cycle

This policy was last updated in December 2020 and is scheduled for review in December 2022.

Version	Date	Modification	Modified By
<b>Draft</b>	July 2018	Personalised policy to Pakenham Primary School	Gail Butterworth
<b>Version 1</b>	December 2020	Updated policy information throughout including school profile and offered programs	Rachael Kimber