



COIMADAI PRIMARY SCHOOL N^o 716

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

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.

Coimadai 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

Coimadai Primary School is situated in a unique rural setting surrounded by open space and farmland with a magnificent view of Lake Merrimu. Our purpose is to provide, in a nurturing environment, a quality education that challenges all students to attain their highest potential academically, socially and emotionally, creatively and physically. Coimadai Primary School is proudly a safe and welcoming school for everyone. We promote success and aim to develop students who are happy, optimistic and confident in their community. We are committed to the development of 21st Century learners through an inquiry pedagogy. Our students have access to a wide range of specialist programs including, Art, PE, Music, Chinese, ICT and STEM.

The school is strongly supported by parents and enjoys co-operation between parents, staff and students. This partnership is highly valued by all stake holders at Coimadai. Community interaction and participation are essential elements in the operation of Coimadai Primary School. High importance is placed on the contributions that parents and the wider community play in improving the learning outcomes for students. There are both formal and informal structures in place, through which parents and community volunteers assist the whole school program. Coimadai Primary is an exciting and vibrant community. Our Professional Learning Team has a large range of skills in order to deliver a high quality curriculum. At Coimadai Primary School the staff, students, parents and wider community values:

Optimism/Happiness	Respect/Self Discipline	Achievement	Lifelong Learning
Knowledge	Responsibility	Teamwork	Community
Honesty			

Students are taught in an atmosphere that fosters a responsibility to learn, succeed, co-operate and practise self-discipline. Our key curriculum emphasis is on the development of literacy and numeracy. Class groupings allow for small home groups and maximum interaction between teacher and student, ensuring an excellent grounding in English and Mathematics. Enrolments have remained stable with 72 students attending the school in 2021. The school has a total of 11 on staff which includes 1 principal, 4 classroom teachers, 4 specialist teachers ~ Chinese, Physical Education, Music and welfare officer, a Business Manager and Educational Support Staff.

The school provides an alternative educational choice and parents seek the programs offered by Coimadai which reflect –

- A small school population
- A safe and comfortable environment
- A commitment of staff, parents and community
- A pleasant rural outlook
- A personal and family-oriented atmosphere

School values, philosophy and vision

Our Statement of Values is available online at: <..\..\Desktop\Review documents\latest policies to use\statement of values and school philosophy policy-2021.docx>.

Engagement strategies

Coimadai Primary School promotes success and aims to develop students who are:

- Happy, optimistic and confident in their community
- Committed to the pursuit of lifelong learning and knowledge
- Responsible, fair and honest
- Self disciplined, cooperative and respectful of others
- Strive for achievement and take pride focused around personal, academic and social goals
- Efficient communicators who work effectively in teams, individually and display strong leadership

Whole School Prevention

To achieve these aims for students, the school will:

- Have high expectations of all students, encourage the achievement of goals and accept individuality
- Continue to build positive and supportive partnerships with the community promoting fairness, honesty, resilience, pride and respect.
- Provide a wide variety of capacity building and stimulating learning opportunities
- Maintain a secure, caring and motivating learning environment
- Build upon teacher capacity whilst continuing to pursue and deliver latest educational initiatives and best teaching and learning practices

Student Standards

- Demonstrate courtesy and respect
- Learn and play co-operatively
- Stay safe and secure in our school grounds and buildings
- Care about yourself and your school environment
- Act in a safe and responsible manner when representing Coimadai Primary School

Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision for human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. Coimadai Primary Rights and Responsibilities are:

	Rights	Responsibilities
Students	<p>Children have the right to:</p> <ul style="list-style-type: none"> ☑ have the opportunity to learn without interruption ☑ be an individual, and be treated without discrimination ☑ achieve success, and have access to all activities ☑ be treated with kindness and respect ☑ express ideas, feelings and concerns 	<p>Children have the responsibility to:</p> <ul style="list-style-type: none"> ☑ accept and follow our school rules ☑ respect others ☑ allow others to work and play ☑ make our school a safe place ☑ complete school work ☑ look after our school environment ☑ maintain acceptable standards of personal hygiene and dress

	<ul style="list-style-type: none"> ☑ feel safe, secure and happy at school ☑ have a sense of belonging 	
Parents	<p>Parents have the right to:</p> <ul style="list-style-type: none"> ☑ be treated fairly and with respect ☑ be respected as a major influence in their child's life ☑ expect their child will be given the opportunity to develop to his/her potential ☑ a safe school and a clean and attractive environment ☑ have input and access to school policy ☑ access school personnel at appropriate times ☑ receive regular reports regarding their child ☑ expect property will be respected 	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> ☑ encourage good work and behaviour in their child ☑ support school goals, rules and sanctions ☑ discuss concerns with (i) class teacher (ii) Principal ☑ keep fully informed on school policy ☑ provide the school with up-to-date information necessary for their child's welfare ☑ recognise that the success of school goals comes about through co-operation between home and school ☑ ensure children attend school regularly ☑ support and ensure acceptable standards of personal hygiene as per school guidelines.
Teachers	<p>Teachers have the right to:</p> <ul style="list-style-type: none"> · expect co-operation, courtesy and respect · be free from unnecessary disruption during teaching/learning sessions · express individual ideas in a supportive environment · a safe school and a clean work environment · expect assistance and support from the Principal and parents · expect property will be safe • participate in policy development and implementation 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> · provide a stimulating work environment · provide appropriate learning experiences for all children · assist all children to develop self-esteem, a sense of responsibility and a co-operative spirit · respect and care for all persons within the school · consistently implement and model school rules · be available to discuss/report on school students · participate fully in policy development and implementation • continue to professionally develop teaching skills

Coimadai 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Coimadai Primary School use an integrated 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 Coimadai 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 school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*

- Bully Stoppers
- Safe Schools
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

Targeted

- *each class has a classroom teacher responsible for their year, who monitor the health and wellbeing of students in their grade, 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 a Student Support Group (SSG) 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 apply a trauma-informed approach to working with students who have experienced trauma*

Individual

Coimadai 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:*
 - *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*
 - *Re-engagement programs such as Navigator*

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.*

2. Identifying students in need of support

Coimadai Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Coimadai 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*

3. 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.

4. Student behavioural expectations and management

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 Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Example School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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*
- *referral to the Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

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.

The Principal of Example school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

5. Engaging with families

Example 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.

6. Evaluation

Coimadai 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

Coimadai 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
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

[Include links where possible to your related policies including *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards*, etc].

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2022
Consultation	[Consultation on this policy is mandatory. Student representative council 10 th Feb 2022 school council 10 th Feb 2022
Approved by	Principal
Next scheduled review date	2024