



STUDENT ENGAGEMENT & WELLBEING POLICY

Rationale:

At Brunswick South-West Primary School, the welfare of our students is paramount. Student wellbeing and engagement are a priority and drive our teaching and learning programs.

Aim:

We aim to develop and provide strategies and programs that will promote engagement, well-being and resilience in our students.

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of 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. The Act (2006) prohibits the use of corporal punishment in any Victorian school. We do not permit corporal punishment at Brunswick South Primary School under any circumstances.

Implementation:

School, home and the community have a shared accountability for student engagement, regular attendance and positive behaviours. At Brunswick South-West there will be a teacher appointed to coordinate programs which promote and foster student engagement across the school. Rather than operating reactively, the school will implement proactive strategies for:

Scaffolding Positive Behaviours

- building a culture of fostering positive relationships;
- establishing predictable, fair environments;
- providing personalised learning programs;
- providing a school-wide buddy program;
- acknowledging all students contributions to school life;
- providing opportunities for decision making and responsibility;
- providing a pleasant physical environment;
- implementing programs such as *Habits Of Mind* as an educative support strategy;
- teaching and promoting student managed learning;
- referring to the School Values document –
 - *We value learning which empowers each student to explore and engage.*
 - *We value, embrace and celebrate diversity.*
 - *We value honesty, trustworthiness and fairness.*

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- *We value free and confident communication of ideas and opinions.*
- *We value self-acceptance and the courage to learn, grow and realise one's potential.*

Managing Shared Expectations

- Student conduct book (Students' Booklet)

Administration of a program based in actions and consequences

- Disciplinary Procedures Document (Appendix 5)

Appendices: (See attached documents.)

App.1 –School Profile Statement

App.2 –Whole School Prevention Statement

App.3 – Rights and Responsibilities

App.4 – Shared Expectations (school, parents/carers, students)

App.5 – School Actions and Consequences

Evaluation:

This Policy will be evaluated every 4 years in line with the School Strategic Plan by a working party which will review the document and the practices therein.

This policy was ratified by BSWPS School Council on .../...../2014
Next Review 2017



Brunswick South-West
Primary School

BRUNSWICK SOUTH WEST PRIMARY SCHOOL

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Appendix 1: School Profile Statement

At Brunswick South-West Primary School we are deeply committed to state education and firmly believe in a state school's capacity to deliver first-rate educational outcomes. Situated in a quiet residential pocket, the school has approximately 295 students from diverse cultures and backgrounds and has a calm and friendly atmosphere.

Parents play a significant role in making Brunswick South-West Primary School a vibrant, stimulating and friendly place.

Distinctive educational programs based on multi-age class groupings promote diversity, inclusiveness and cooperation. Our openness to new ideas and educational research initiatives ensures that our curriculum stays rigorous and lively. High quality specialist programs complement regular classroom programs.

Our facilities include the original 1927 three-storey building which houses the senior school (years 3-6) and an astutely designed junior school complex for pupils in years Prep to 2. There is a large assembly/recreation hall, a state-of-the-art library, designated art and LOTE rooms, networked computers and a media room with interactive whiteboard.

Our P21 Grant will significantly change the senior school building layout to provide a learning community environment. It will also upgrade our hall to provide quality sporting and Performing Arts space for the school and our local community.

Brunswick South West Primary School aims to equip every student with the skills and understandings required to become resilient and resourceful leaders and contributors to society.



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Appendix 2: Whole School Prevention Statement

At Brunswick South-West we plan for students to thrive in an optimum learning environment so they have many and varied opportunities to achieve their best. This is most likely to happen under an approach that is inclusive of students, teachers, parents and the community. Shared values around acceptable behaviours promote a strong sense of solidarity and wellbeing. Inappropriate behaviour is unacceptable as it disrupts the healthy learning environment.

We take an approach of continuous improvement through planning for the future commensurate with our Annual Implementation Plan, response to feedback and a commitment to programs including *Habits Of Mind*.

Habits Of Mind as a school wide program promotes the growth of the whole student, fostering confidence, deep thinking and emotional resilience. Students will benefit from the commitment to professional learning that underpins our curriculum and pedagogy at Brunswick South-West.

Student behaviour is guided by the Student Code of Conduct which is supported in classrooms and by specialist teachers. The school offers an Out Of School Hours Program run by *Camp Australia*, a Student Representative Council, the promotion of the idea that *We want you to learn, have fun and be friendly*. Student Welfare is a permanent agenda item at staff meetings.

The school uses Support Services to maintain the needs of students' social, emotional, cognitive, physical health and welfare needs. This group includes the DEECD psychological, hearing and speech services.

Attendance rates are high. Student attendance is monitored effectively on a daily basis.

Brunswick South-West's curriculum includes an Individual Learning Plan for every student, the early intervention program Reading Recovery, a cross-age buddy system, Maths and English online interviews and other assessments which are conducted regularly and rigorously.

Volunteers from our community work with individual students where support is indicated in their Individual Learning Plans. These volunteers have set timetables and demonstrate an ongoing commitment to our students.



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Appendix 3: Rights and Responsibilities

We, at Brunswick South-West Primary School, value learning that empowers each student to explore and engage with the world. We value the free and confident communication of ideas and opinions, and fostering self-acceptance and the courage to learn, grow and realise one's potential.

With these core objectives in mind, every member of the Brunswick South-West Primary School community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect, dignity and honesty. Everyone has the responsibility to consider others, to embrace the value of difference and to contribute to building a fair, just environment.

Brunswick South-West Primary School acknowledges its obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and accepts its responsibility to communicate these obligations to all members of the school community.

The school's *Code of Conduct* outlines our expectations of student behaviour; students must allow learning to take place, will respect people and property at all times, will work and play safely. Any form of violence, bullying, harassment, intimidation and discrimination is unacceptable and undermines the capacity of the school community to work together.

The school acknowledges its students' rights to education and that a student can only be excluded from school as a last response to inappropriate behaviours.



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Appendix 4: Shared Expectations

Effective schools share a jointly negotiated set of expectations owned and implemented by the whole school community: principals, teachers and school staff, students, parents and carers. Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

1. Principals, teachers, staff

Engagement

The school will provide an educational environment that ensures all students are respected and cared for. Individual student learning needs will be catered for through a flexible learning approach that incorporates a range of different learning styles.

Attendance

The school will engage in practices that:

- Proactively promote regular attendance.
- Provide parents with contact telephone numbers for information if absences occur.
- Accurately mark roles twice daily.
- Follow-up any regular student absences.
- Analyse attendance data to identify trends or problems with particular students.
- Report the attendance data in the Annual Report to the school community.
- Communicate with parents/carers if any action is required regarding issues with non-attendance.

Behaviour

The school will support and promote positive behaviour by reinforcing the commitment to

At Brunswick South- West Primary School we want you to be friendly, we want you to learn and we want you to have fun.

With student wellbeing at the centre of school operations, appropriate behaviours will be modelled and reinforced consistently throughout the school by:

- The implementation of the school's Values Statement which encompasses shared collegiate understanding.
- Day to day modelling of desirable behaviours by the whole school community.
- Development and implementation of behaviour management strategies that reflect the school's values.
- High expectations of appropriate behaviour.

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2. Students

Engagement

Demonstrate:

- A preparedness to engage fully in the school's curriculum.
- Always putting in your personal best.
- Encouraging others and working co-operatively.
- Developing a culture of support for individual learning differences within the classroom.

Attendance

- Students are expected to attend school everyday that the school is open to students
- Arrive at school on time and ready to learn
- Provide written and or verbal explanation from parent/carer if absences occur

Behaviour

It is expected that students will:

- Demonstrate the school's values in their learning and behaviour.
- Have high expectations for their own learning.
- Make a commitment to enhance the learning experiences of other students.
- Understand and take responsibility for the impact of their behaviour

3. Parents/Carers/Guardians

Engagement

- Support their children in their preparedness for school each day. This includes sleep routines, healthy diet and exercise, personal hygiene and providing a safe and secure home environment.
- Ensure their child/children complete homework
- Remain informed about school activities by reading newsletters, attending Share Time and Student Led Conferences.
- Where possible offer support for school activities such as the Fete, fundraising or management (School Council).

Attendance

- Ensure that all students' enrolment details are correct.
- Ensure that students attend school regularly.
- Advise the school as soon as possible if a child is going to be absent.
- Account for all students absences.

Behaviour

- Support the school's values and reinforce the school's behavioural expectations.
- Encourage their children to exhibit these values in all that they do.

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Appendix 5: Actions and Consequences

School Actions and Consequences

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship-based whole-school and classroom practices.

At BSWPS we:

- Establish fair, democratic processes in classrooms and school environment.
- Ensure student participation in the development of classroom and whole-school expectations.
- Provide personalised learning programs.
- Consistently acknowledge all students.
- Empower students by creating opportunities for them to take responsibility and be involved in decision-making.
- Provide physical environments conducive to positive behaviours and effective engagement in learning.
- Implement school-wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance, are responded to through a staged response with a focus on prevention and early intervention, including:

- Understanding the student.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.
- Scaffolding the student's learning program.

Broader support strategies include:

- Involving and supporting the parents/carers.
- Convening student support group meetings.
- Developing individualised flexible learning, behaviour or attendance plans.
- Involving community support agencies

A student should only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only course of action in response to the student's behaviour.

Managing Student Behaviour – School responsibilities

Leading Teacher of Engagement and Student Wellbeing will be responsible for:

- Developing, implementing and evaluating the schools' Student Engagement & Wellbeing policy
- Developing prevention and early intervention programs and strategies that contribute to a positive school culture – using Ramon Lewis behaviour management strategies.



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- Develop a whole school approach to student attendance and to participate in attendance meetings with the leadership team.
- To liaise and work with the Pathways and Transition staff in supporting ‘*students at risk*’ referring to *Program for Students with Disabilities Policy*
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the schools’ Student Engagement & Wellbeing Policy.

The Assistant Principal will be responsible for:

- Supporting both classroom and Specialist teachers in the overall management of student behaviours
- Monitoring the Attendance strategies outlined in the *Student Attendance Policy* and DEECD guidelines and the *Student Behaviour Management Policy*.
- Ensuring that the *Procedures for Suspension* are understood by the leadership team and are adhered to.
- The Assistant Principal may also be the Principal’s representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.