



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.

Port Fairy Consolidated 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

Port Fairy Consolidated School is situated in the picturesque coastal town of Port Fairy and reflects the diversity of a community rich in the arts, natural beauty and history. PFCS is a prep to year 6 Primary School situated 32km west of Warrnambool and 300km west of Melbourne. One third of the students travel to school on school buses from the outlying rural areas of Toolong, Orford, Yambuk, Codrington and St. Helens districts.

In 2008 PFCS historic bluestone building built in 1874 was refurbished and houses the office and staff facilities, library, visual arts and meeting rooms. The historic building is linked through a landscaped courtyard and outdoor learning space to an architecturally

designed contemporary building incorporating ten learning studios and attached galleries designed to be flexible learning spaces with ICT infrastructure to meet the demands of teaching and learning in the 21st Century. Inherent in the design of the new buildings and embedded in the hearts and minds of the PFCS community is the ambition of educating for a sustainable future. The School Hall is a wonderful indoor space and is used for Physical Education, school assemblies, performing arts and the kitchen component of the Stephanie Alexander Kitchen Garden Project. In 2010 building finished for a large building overlooking the southern ocean which is the home of 'Our Sustainable World' - our environmental science studios and community kitchen. This new space is also the new home for our Stephanie Alexander Kitchen Garden Program.

The school community has created magnificent grounds; gardens, dry creek beds, vegetable gardens and artwork features extensively throughout the grounds. The school grounds are expansive and recent developments such as 'astro turf' basketball court and the large climbing frames provide a stimulating outdoor environment for the students. There are special areas located at the south of the school especially designed and available to our younger students.

The school is organized in three areas of the school Early Years, Middle Years and Senior Years with an emphasis on teams of teachers working collaboratively in each area of the school. Through such teaming and with the flexible new learning studios, it is our aim to further personalise learning while fully capitalising on the skills and-expertise of our teaching team. Early identification of students experiencing difficulties with numeracy and literacy will be supported with targeted teaching and learning by specialist staff. The curriculum is planned on a whole school level and includes specialist staff implementing a range of domains including Visual Arts, Stephanie Alexander Kitchen Garden Project, Health and PE, SOSE, Choir, Instrumental music program and Science. Through such collaborative planning the curriculum is delivered through an integrated inquiry with a focus on purposeful teaching and an authentic integration of the Essential Learning Standards. The school has developed programs that extend children's abilities, interests and personal skills across the Essential Learning Standards through enrichment programs which are highly valued by everyone at PFCS. An Active After School Care program also operates and reflects the school's emphasis on healthy body and healthy mind.

The school promotes the total wellbeing of all children with a strong commitment to our Positive Education framework, SAKG program, healthy cafe, Ride2School, Walk2school and Sunsmart accreditation.

The school has continued to develop and maintain very close ties with the local community and has involvement with local businesses and organisations such as service clubs, sporting groups and the Folk Festival Committee. Many community members are actively involved in the school voluntarily and professionally. The Before and After School Care program is available to the community and is highly valued by our parent community.

2. School values, philosophy and vision

Port Fairy Consolidated 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 belonging, learning and responsibility at every opportunity.

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

Our Core Values are Belonging, Learning and Responsibility

3. Engagement strategies

Our school believes that children learn best in an environment that fosters personal responsibility and self discipline. Our primary rights at Port Fairy Consolidated School are for the students to learn, teachers to teach and for everyone to feel and be safe, valued and included.

We believe in actively teaching behaviours of resilience, strategies for emotional intelligence, social skills, giving and receiving appreciations and ways of dealing with difficulties. We provide opportunities for leadership at all student levels, encourage the student voice, link students to engaging activities to build on their strengths and provide them to develop new interests and connections. Positive behaviour and personal growth is celebrated.

We work to achieve this by:

- Quality teaching and learning that is meticulously planned, implemented and evaluated to maximize students' access to learning and to build their love and passion for learning.
- Positive reinforcement and acknowledgment of achievement with recognition at School Assemblies, in the Newsletter, with notes and calls to parents at home, gaining of extra opportunities or privileges and reward certificates.
- Involvement of students in the decision-making and problem solving processes of the school with Community Circles, Junior School Council, a school 'house' system. Buddies and student lead assemblies
- Developing a meta-culture where by all staff, parents, visitors and student behaviours demonstrate the values we expect. These include dress and uniform codes, punctuality, use of appropriate language, giving appreciations, modelling respect and acknowledging differences.
- Acting consistently and fairly in implementing discipline measures, following the school's Behaviour Management flowchart and articulating these to all parties.
- Making expectations explicit and working with children on what these expectation look like, sound like, feel like.
- Using the Positive Education framework to explicitly teach the students about the 24 character strengths is a sequential form. The language is consistently used by all teachers and is part of the restorative process and well-being program. The school uses different approaches to notice when students are using the strengths, both in class and as a whole school.
- Using the 'House' system, develop pride and a sense of identity and inclusion
- Explicit teaching of social skills including role plays, in small groups and classes using the personal and interpersonal domains of the Victorian essential Learning Standards as a guide.
- A range of extra programs are offered to extend student engagement, Eisteddfod, Science Activities, Environmental Program, Performing Arts, Choirs and Art Projects. Opportunities are explored as they arise to build on student strengths, extend experiences and build self-esteem.
- *Dedicated units of work around health and wellbeing which are supported by the 'Positive Education', Drug Education and AusVELS Health domain.*
- A commitment to Restorative Practices principles, scripts and strategies and TRIBE processes.
- Individual Behaviour Plans will be developed for children presenting with safety concerns.
- Individual Learning Improvement Plans for Koorie students, and children requiring additional assistance and extension

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 including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at PFCS use an Explicit and Direct Instruction instructional framework in Literacy to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are*

incorporated into all lessons. In Numeracy a constructivist approach is used and in Art and Science an Inquiry model is used.

- *teachers at PFCS 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, Year Level Coordinator, Assistant Principal 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, 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Positive Education*
 - *Restorative Practice*
- *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*

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*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*

Port Fairy Consolidated 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*

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

Port Fairy Consolidated 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. PFCS 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.

PFCS considers the safety of children as being of paramount importance. We are committed to inclusion of all children from different cultural, linguistic backgrounds, all abilities and individual needs. Our school has a zero tolerance of child abuse.

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. Student bullying behaviour will be responded to consistently with Port Fairy Consolidated School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Port Fairy Consolidated 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.

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 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

Port Fairy Consolidated 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with 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

Port Fairy Consolidated 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
- SOCS

REVIEW CYCLE

This policy was last updated in June 2019 and is scheduled for review in 2021