



BROKEN CREEK PRIMARY SCHOOL

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STUDENT WELLBEING AND ENGAGEMENT

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.

Broken Creek PS 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, where student participation is encouraged and valued, 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

School profile

'*Learning for Life*' is the vision at Broken Creek Primary School. It is a small rural school located 20km East of Benalla. The school has 17 students enrolled in 2022. We have a combination of both local students as well as students whose parents choose to drive them out from Benalla each day.

School facilities include a games room, kitchen and classroom area, office and administration area, and a portable mod 5 classroom. The school is currently staffed by a fulltime graduate teacher and a teaching Principal. We have the Tutor Learning Initiative Teacher for O.6. We have Auslan lessons and Library and Art are delivered by visiting teachers. We also employ a 0.4 Business Manager.

Broken Creek Primary School has always aimed to deliver high quality education for all. A focus with our strategic plan is to deliver an effective and high quality literacy and numeracy program for all students. Students at Broken Creek Primary School regularly engage in joint activities, including sporting activities, with local cluster schools. This provides students with useful links and supports our students as they move on to secondary schools in the area. The school is well resourced in regards to ICT, with it having a 1:1 iPad ratio for all students to support learning.

Broken Creek Primary School is in the embedding stage of SWPBS (School Wide Positive Behaviour Support). This involves explicitly teaching our school expectations and consistently having high expectations that every child can be successful.

The school has established a positive relationship with local secondary schools and is regularly involved in all transition activities including: student visits, transition days and activities and the promotion of transition events.

The current student body at Broken Creek Primary school represents 12 families and currently comprises of 14 boys and 3 girls, ranging from Foundation through to Grade 6. We have 2 students that identifies as Aboriginal or Torres Strait islander descent.

School values, philosophy and vision

Broken Creek Primary School's vision is to ensure that Broken Creek Primary School is a place where we all belong, where students care of one another and themselves, and where everyone shows pride in all aspects of Learning for Life.

Broken Creek Primary School's values are Belong, Care and Pride.

Belong

I will respect myself and other people.

I respect school property and the property of others.

Care

I expect to be safe at school.

I will behave in a way that keeps myself and others safe.

I will follow school rules.

Pride

I am positive when learning new things.

I take responsibility for my own learning.

I have the right to be a learner and to allow others to learn.

Wellbeing and Engagement strategies

At Broken Creek Primary School we have a very strong Performance and Development Culture, and are fully committed to a continuous improvement model.

However, we believe that a positive school culture is firmly rooted in the development of strong relationships between all members of the school community. We believe that real engagement stems from a deep and genuine sense of belonging, and that positive learning outcomes will follow.

Opportunities that contribute to the school and effectively engage students in their learning include:

- student three way conferences for students to share goals and reflections with their parents
- student leadership programs with a strong focus on developing leadership qualities of all students
- student voice in the classroom through the use of thinking tools
- proactively engaging parents to be involved in the school's programs such as Literacy, Swimming, Performing Arts, Healthy Eating, Sport etc
- intervening early to identify and respond to student needs for social and emotional support
- students being involved and feeling connected to the school community
- recognising and responding to the diverse needs of our students through the PSD Support program, ESL, Refugee Support, on-site counselling (in-house and through SSSO)
- adapting current pedagogical knowledge and thinking through meaningful learning experiences, through well-developed enquiry research projects that have a strong international and global perspective. These programs ensure that a multi-national community have a voice into school curriculum and the school program is respectful to the community it serves.
- encouraging students to achieve full attendance to maximise their ability to learn
- a whole school approach to Restorative Practices
- a whole school approach to Respectful Relationships/School Wide Positive Behaviour Support
- developing intensive literacy and numeracy improvement strategies and implementing such strategies as part of the school improvement agenda
- attending professional learning to ensure strategies and approaches are adopted and implemented

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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 Broken Creek Primary School use a LEARN 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 Broken Creek 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 and School Philosophy 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. 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 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
 - 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)
 - measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment

Targeted

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- we will provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)

- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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

- Student Support Groups
- Individual Education Plans
- Behaviour - Students
- Behaviour Support Plans
- Student Support Services

as well as to other Department programs and services such as:

- Program for Students with Disabilities
- Mental health toolkit
- headspace
- Navigator
- LOOKOUT

Broken Creek 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
- engaging with our regional Koorie Engagement Support Officers
- 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.

Identifying students in need of support

Broken Creek PS 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. Broken Creek PS 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

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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Broken Creek PS 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
- 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 Broken Creek PS is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Engaging with families

Broken Creek PS 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.

Evaluation

Broken Creek PS 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

Broken Creek PS 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
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Consultation	School Council
Approved by	Principal
Next scheduled review date	October 2024

APPENDICES

Restorative Practices

Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured.

Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- Promote awareness of others, responsibility and empathy
- Involve direct and voluntary participation of those affected by misconduct in its resolution
- Promote relationship management rather than behaviour management
- Separate the deed from the doer.
- Are systematic, not situational
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied

Key Questions

1. What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things in the future?

Respectful Relationships

A whole-school approach encourages schools to review their existing procedures and culture to ensure that they model respectful relationships and gender equality practices across the entire school community.

Cultural and procedural change, means schools and their communities look at staff practices, classroom management, school events, sport programs, formals and other occasions, to ensure all aspects of a school's operation and culture are underpinned by respect and equality.

A whole-school approach to Respectful Relationships recognises that schools are:

- a workplace where all staff should feel equally respected, safe and valued and have equal opportunities

- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships.

School Wide Positive Behaviour Support

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Our teachers use our PBS Matrix to help teach us how we need to act and how we can help ourselves and others feel ready to learn and play. Our matrix shows us what is expected when we are in the different areas in our school. Our teachers help us to learn these skills so we know how to make positive choices and help everyone to be happy and safe at school.