



Student Engagement & Wellbeing

Policy 2019-2021

Teamwork – Honesty – Respect – Belonging

PART A

School Profile

St Albans Heights Primary School is situated in the city of Brimbank in the western suburbs of Melbourne. It has a rich history and tradition of welcoming and providing education to many students who have come from all over the world. Our students and their families represent 34 different nationalities, including a substantial number of refugee students and a large Vietnamese population.

The school first opened in 1968 and has well maintained facilities providing fully equipped open double classrooms and expansive landscaped gardens and play areas. It has a basketball stadium, Art, Science, Library, Community Parents Hub and Play & Say room-a purpose built oral language play centre. This room also hosts multicultural playgroups and a community school readiness program. The school has community partnerships with Brimbank Council, The Smith family, and The Western Bulldogs football club.

Our teachers work collaboratively, planning together. This helps to spread the expertise across the school and ensures that all our students are gaining the necessary support they need to achieve. We equip our students with the skills necessary to build positive social relationships and to work and learn in teams. We provide a structured, supportive and inspiring educational environment.

School Mission Statement

At St Albans Heights Primary School we embrace the diversity of our community. We provide a safe and rich learning environment where quality programs enable students to achieve their full potential.

School Values

The school values, which form the basis of the actions for the whole school community, are:

Teamwork

Respect

Honesty

Belonging.

These values inform St Albans Heights P.S expected behaviours and are further described on pages 4-5.

PART B:

Policy Purpose

- To create a positive and engaging school culture that promotes effective learning, student attendance, positive behaviour and a safe and supportive environment.
- To outline a staged approach to behaviour management and disciplinary measures.

1. Definition

Student engagement can be defined as three interrelated components:

- 1.1. **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- 1.2. **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.
- 1.3. **Cognitive engagement** relates to each student's investment in learning and their intrinsic motivation and self-regulation.

2. Aims

- 2.1. To engage all students in learning.
- 2.2. To meet the developmental needs of all students.
- 2.3. To foster a positive school culture based on healthy relationships between all members of the school community.
- 2.4. To provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.
- 2.5. To foster high standards of behaviour based on our values of Teamwork, Respect, Honesty and Belonging.
- 2.6. To have each student attend school every day, except in cases of illness or other exceptional circumstances.
- 2.7. To provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.
- 2.8. To provide support for students who are adversely affected by the inappropriate behaviour of other students.

3. Strategies to promote positive student engagement and attendance

- 3.1. Uphold the right of every child to receive an education.
- 3.2. Monitor and follow up on absences in compliance with Department of Education and Early Childhood Development (DEECD) procedures.
- 3.3. Intervene early to identify and respond to student needs for social, emotional, and learning support. Liaise with external providers (Western Autistic School, Western English Language School, Foundation House, RCH IMHS, Child First etc.) to support student and family needs.
- 3.4. Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- 3.5. Recognise and respond to students' needs through the *Program for Students with Disabilities* (PSD), language support programs and other DEECD initiatives.
- 3.6. Provide all staff, including pre-service and casual relief teachers and volunteers, professional learning and support regarding student wellbeing issues.
- 3.7. Provide opportunities for students to participate in developing a positive school culture (e.g.: SRC, Buddies program, House Competition Captains, Credit system).
- 3.8. Provide opportunities for families and the wider community to participate in school activities (e.g.: Regular open classroom invitations, assemblies, School Council meetings, Parent meetings, Community Hub activities, volunteering, excursions).
- 3.9. Communicate the school's expectations and support parents/carers to:
 - 3.9.1. Ensure that their children attend school as required by law.
 - 3.9.2. Advise the school as soon as possible when their child is late or absent.

- 3.9.3. Ensure that student enrolment details are correct.
- 3.9.4. Provide all relevant information to the school.
- 3.9.5. Attend meetings with teachers and staff.
- 3.9.6. Read and respond to school communications in a timely manner.
- 3.9.7. Seek advice from the school if desiring to remove children for extended periods (e.g.: holidays).

3.9.8 Attend relevant parent information sessions.

3.10. Develop positive relationships between teachers and students that promote engagement, wellbeing and learning.

3.11. Develop student Individual Learning Plans for relevant students

3.12. Deliver teaching and learning, and extra-curricular activities and services, that are inclusive and responsive to student needs, and which reflect the diversity of the school community (Learning Diversity Resources, English as an Additional language program, Wannick education strategy for Koori students).

3.13. Delivery of an engaging and challenging curriculum that meets student needs and interests and provides choice.

3.14. Use evidence-based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.

3.15. Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.

3.16. Promote pro-social behaviours using a range of resources (e.g.: Friendly Kids, Friendly Classrooms, Jigsaw and Stop Think Do programs).

3.17. Communicate concerns about student wellbeing to parents/carers in a timely manner and hold student support group meetings.

3.18. Adhere to behaviour management processes (Positive Behaviour Support Policy 2013)

4. Strategies to promote positive student behaviour

4.1. Promote a respectful and inclusive school community culture.

4.2. Communicate high expectations (regarding student behaviour) with students and their families 4.3. Use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students at the beginning of each school year and revisit this regularly throughout the year.

4.4. Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills), and promote a team approach to behaviour management.

4.5. Provide support for students with behavioural issues (e.g.: Individual Behaviour Plans, counselling, student support groups, group programs, referrals to external agencies and professionals).

4.6. Monitor student behaviour and the effectiveness of implemented strategies

4.7. Work with parents/carers to promote understanding about how they can support positive student behaviours.

See Appendix 1: **Whole School Prevention Statement**

See Appendix 2: **Student Support Group Guidelines**

5. Other school policies and relevant legislation

This policy should be read in conjunction with other relevant school policies. The Charter of Human Rights and Responsibilities Act (2006) outlines 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 compatible with human rights and to consider them when making decision and delivering services.

In addition to the Charter, the following legislation needs to be considered when determining rights and responsibilities of all members of our school community.

5.1. *Equal Opportunity Act 1995*

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5.2. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)

5.3. *Education and Training Reform Act 2006*

5.4. *Information Privacy Act 2000* and *Health Records Act 2001*

5.5. *Children, Youth and Families Act 2005* (includes Mandatory Reporting Legislation).

5.7. *Racial Discrimination Act 1975*

5.8. *Multicultural Affairs & Citizenship policy –Unity, Diversity & Opportunity 2014*

All school policies and key documents need to be considered in relation to the Student Engagement Policy. This policy is to be read in conjunction with Appendices.

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School Values

The school values guide the way we, as school community, ensure we create a culture of engagement and wellbeing for all.

Teamwork means working together.		
Students will:	Staff will:	Our Community will:
<ul style="list-style-type: none"> ● Work cooperatively in all environments. ● Be able to articulate what it means to be able to work 'as a team.' ● Understand individual and group roles that operate within a team. <ul style="list-style-type: none"> ● Listen, respect (empathise with, understand) and accept other's opinions within the team. ● Work toward a shared goal. ● Understand the need to share responsibility. ● Suspend judgement. ● Be actively involved. 	<ul style="list-style-type: none"> ● Suspend judgement. ● Understand the needs and reasons for sharing responsibilities. ● Be an active participant in the team. ● Appreciate the skill base in the teams. ● Facilitate and learn with the students. ● Recognise the importance of all staff. ● Listen and hear each other. ● Communicate honestly. <ul style="list-style-type: none"> ● Take responsibility to find out information regarding their school/team. 	<ul style="list-style-type: none"> ● Suspend judgement. ● Recognise the importance of all roles of the SAHPS community members. <ul style="list-style-type: none"> ● Recognise that students, staff and the community need to work as a team to achieve the best for all students. ● Participate as much as possible in school programs.

Respect is when you show consideration and care for yourself, others and the environment.		
Students will:	Staff will:	Our Community will:
<ul style="list-style-type: none"> ● Use their manners. ● Care for each other. ● Value differences. ● Look after the school. ● Be responsible for their own belongings 	<ul style="list-style-type: none"> ● Communicate in a professional manner. ● Be considerate and professional toward each other. ● Value different knowledge, skills and experiences that individuals bring to the workplace. <ul style="list-style-type: none"> ● Model responsible behaviours that show care for our school 	<ul style="list-style-type: none"> ● Show good manners and tolerance to all cultures and differences. ● Practice our school values. ● Be responsible for their own children and their wellbeing. <ul style="list-style-type: none"> ● Work in partnership to support our school's decisions.

Honesty means to be open and truthful in a respectful and tactful manner.
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Students will:	Staff will:	Our Community will:
<ul style="list-style-type: none"> ● Tell the truth and accept responsibility for their actions. 	<ul style="list-style-type: none"> ● Voice their opinions in a respectful and professional 	<ul style="list-style-type: none"> ● Share their views and opinions in a respectful manner, e.g.

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<ul style="list-style-type: none"> ● Acknowledge their own strengths and weaknesses. ● Voice their opinions in a kind and respectful way. 	<p>manner and accept those of others.</p> <ul style="list-style-type: none"> ● Ensure open communication with all members of the school community. ● Be accountable for their decisions and actions. ● Acknowledge and respect the rights of others, including respect for personal property. 	<p>school council and community questionnaire.</p> <ul style="list-style-type: none"> ● Open communication with the school regarding relevant information that impacts on student's wellbeing and learning. ● Open and respectful communication with all members of the school community. ● Show care and respect for school property.
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Belonging is to value and accept others regardless of individual differences.		
Students will:	Staff will:	Our Community will:
<ul style="list-style-type: none"> ● Include everybody. ● Actively listen. ● Show appropriate humour. ● Accept our differences. ● Proudly celebrate the success of others. ● Help and encourage others. ● Show compassion. ● Want to help others. ● Share knowledge. ● Work as a team. ● Ensure a safe and secure environment. 	<ul style="list-style-type: none"> ● Actively participate as a team. ● Respect different opinions, viewpoints and teaching and learning styles. ● Contribute fairly. ● Share knowledge and ideas to further develop professionalism. ● Make welcome new people. ● Create a safe and secure environment. 	<ul style="list-style-type: none"> ● Be tolerant of other cultures, religions and traditions. ● Show care for the well being of all children in the community. ● Feel included. ● Make welcome new families to our community. ● Make people in our community feel safe.

Rights and Responsibilities of Students, Staff and Parents/Carers

All members of our school community have the right to feel safe, valued and welcomed in our school.

Students

<p><u>Rights</u></p> <ul style="list-style-type: none"> ● to learn and experience success. ● to be safe and secure at school. ● to be heard and express an opinion. ● to be valued and treated with respect, fairness and courtesy by all members of the school community. ● to know what is expected of them academically and socially. ● to be supported in challenging situations. ● to be free of harassment and bullying, including cyber bullying. 	<p><u>Responsibilities</u></p> <ul style="list-style-type: none"> ● to engage in learning and allow others to learn. ● to display positive behaviours that demonstrate respect for self, peers, teachers and all other school community members. ● to respect, value and learn from the differences of others. ● to be a positive role model. ● to communicate problems and participate positively in discussions ● to resolve conflict.
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	<ul style="list-style-type: none"> ● to be responsible for own behaviour. ● to comply with all school policies.
Staff	
<p><u>Rights</u></p> <ul style="list-style-type: none"> ● to teach and experience success. ● to be safe and secure at school. ● to be heard and express an opinion. ● to be valued and treated with respect, fairness and courtesy by all members of the school community. ● to know what is expected of them in terms of role and responsibility. ● to be supported in challenging situations. ● to be free of harassment and bullying, including cyber bullying. 	<p><u>Responsibilities</u></p> <ul style="list-style-type: none"> ● to have high expectations of all students, recognising and developing each student's abilities, skills and talents. ● to develop a positive and inclusive classroom environment, and clearly communicate expectations. ● to provide an engaging, inclusive and differentiated curriculum. ● to communicate problems, seek support and resolve conflict in a timely manner. ● to be a positive role model. ● to attend meetings, share ideas and support others. ● to work in partnership with families and communities. ● to comply with all school policies.
Parents / Carers	

<p><u>Rights</u></p> <ul style="list-style-type: none"> ● to be involved in students' learning. ● to be included in decision-making. ● the right to expect student safety in a supportive environment. ● to access information and communication (access to interpreters). ● to be heard and express an opinion. ● to be treated with respect, fairness and courtesy by all members of the school community. ● to be free of harassment and bullying, including cyber bullying. 	<p><u>Responsibilities</u></p> <ul style="list-style-type: none"> ● to maintain high expectations of children's learning. ● to ensure regular student attendance and actively support engagement in the school. ● to ensure regular and constructive communication with the school ● regarding learning and wellbeing. ● to work collaboratively with the school to maintain a safe and respectful learning environment for all students. ● to support students to develop and maintain positive study habits. ● to attend information sessions, social activities, and student support groups. ● to support school programs and comply with all school policies.
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Health and Wellbeing

- Breakfast club daily.
- School to provide play lunch and lunch when required.
- Monitoring of playground.
- Food bank for families in need.
- After school activities.
- Regular headlice checks.
- Support from psychologists and social workers from the SSSO network.
- Engagement with community support agencies.

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- Working with parents to provide assistance.
- Individual plans targeting needs of each student.
- Respectful Relationships/Headspace programs planned for 5/6 students.
- School nurse.
- School based speech therapist.
- Community Hub for parents led by Social worker.
- School based primary welfare officer/student counsellor.
- Transition programs.

Attendance

- Rolls marked by 9:10 and 2:30pm daily and sent to office.
- A culture of punctuality, consistent attendance and "Everyday counts" (DEECD 2014 theme) is modeled and explicitly taught.
- Teachers promote positive attendance in their classroom through encouragement and acknowledgements to children who vary in their attendance.
- The State Benchmark and Individual student levels of nonattendance are displayed on Semester reports and commented on (both positively or encouraged to improve for unsatisfactory data) by teachers. ● Attendance is monitored daily and followed up according to SAHPS absentee process by the Class room teacher, Assistant Principal and Student Counsellor.

Across the School

- Team sharing of data and professional discussions to brainstorm support for students experiencing

difficulties with the curriculum.

- Individual Learning Plans.
- Individual Behaviour Plans.
- Student Support Meetings.
- Secondary consultations with professionals (pediatricians, speech therapists etc.) and SSSO network staff (psychologists, social workers)
- Mentoring/counselling and/or referrals to community support organisations

Resources

- DEECD website – Student Engagement viewed 23 May 2014 at - www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx
- Student Engagement Policy Guidelines retrieved 23 May 2014 from www.education.vic.gov.au/school/principals/spag/participation.aspx
- Student Engagement Policy Malvern Central School
- Student Engagement Policy Debney Meadows Primary School

This policy was ratified by School Council on 20/03/2019

Acting Principal: Effie Sultana **President:** Jaswinder Kaur

Evaluation: This policy will be reviewed as part of the school's review cycle.

Review date: 2021

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APPENDICES

Appendix 1

Whole School Prevention Statement

St Albans Heights Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We provide a positive school culture to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. St Albans Heights has learning and caring culture that promotes belonging and connectedness.

We value:

- creating a positive school culture that is fair and respectful
- High expectations for students and staff
- Building a safe and supportive school environment
- Expecting positive, supportive and respectful relationships that value diversity
- Promoting pro-social values and behaviours
- Encouraging student participation and student voice
- Engaging proactively and collaboratively with parents and carers
- Implementing preventative and early intervention approaches
- Responding to individual students' needs and strengths
- Developing and maintaining connections with the local community

We have a strong moral purpose: for all students to achieve their potential and to become successful lifelong

learners.

St Albans Heights Primary School Positive Behaviour Support Policy

St Albans Heights Primary School acknowledges that a staged response provides a continuum of support for student wellbeing.

Stage one: primary prevention Whole school-focusing on all students and staff.

Stage two: early intervention Targeted -focusing on responses to problem behaviour in order to aim to reduce it.

Stage three: intervention Intensive -focusing on the complexity of individual behaviour resistant to primary and secondary prevention efforts.

For further information:

School Policy & Advisory Guidelines: Suspensions

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx>

Appendix 2

Student Support Group Guidelines

A Student Support Group meeting may be held to exchange information and facilitate strategies to address social, emotional, academic and/or behavioural concerns. These meetings are to be held at a time suitable to both the school and to the parents/carers. The procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response.

As well as teachers, parents/carers and the student, the meeting could involve the Principal or nominee and any support staff who have been involved with the student and/or the student's family, or who have particular relevant expertise, or a person requested by the parents/carers.

The Principal must ensure suitable language interpretation facilities are available, if relevant. A brief written statement including a list of participants and agreed outcomes should be maintained to assist future 10

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problem-solving processes at the school. The statement should be verified by the parents/carers and/or student and remain confidential.

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