



**Sunbury Primary School**

## **Student Wellbeing and Engagement Policy**

### **HELP FOR NON-ENGLISH SPEAKERS**

If you need help to understand the information in this policy, please contact sunbury primary school at [sunbury.ps@education.vic.gov.au](mailto:sunbury.ps@education.vic.gov.au) or phone 9744 9744.

### **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.

Sunbury 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, 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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2. School values, philosophy and vision
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## **POLICY**

### **1. School profile**

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

The school explores a range of classroom structures (i.e. composites) based on cohort enrolments. Specialist programs operate to support school priorities and include The Arts, Physical Education, STEM, the Stephanie Alexander Kitchen Garden and Languages - Japanese. To further support student learning the school is involved in various networks with a focus on teaching excellence. The community is ethnically, culturally and socio-economically relatively homogeneous. The School Family Occupation index of the school is 0.31.

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children access school facilities that include traditional classrooms, specialist art and music facilities, library, hall, STEM Centre and kitchen facilities to support the Stephanie Alexander Kitchen Garden program. Landscaped grounds feature historically significant trees and a horticulture centre. The playground facilities include an oval, soccer field, basketball court, passive recreation areas and play equipment including an industrial playground matched to the different physical and social stages of development. The school recently completed a Capital Works project with two additional purpose built buildings completed in 2021, and further Capital Works planned for 2022.

### **2. School values, philosophy and vision**

Sunbury Primary School's vision is to foster a community of learners who are confident, creative and challenged to achieve their full potential, in order to become active, engaged and responsible citizens.

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.

Sunbury Primary School's values are as follows:

- Be Curious
- Be Courageous
- Be Mindful
- Act with Integrity

### **3. Wellbeing and engagement strategies**

Sunbury Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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:

- high and consistent expectations of all staff, students and parents and carers
- prioritising 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
- delivering a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations, aligned with the Victorian Curriculum.
- ensuring that teachers at Sunbury Primary School deliver evidenced-based, high impact teaching practices that are incorporated into all lessons
- ensuring that teachers at Sunbury 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
- 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
- monitoring 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 (Junior School Council) and other forums. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school performances, sporting events and whole school events
- all students are welcome to self-refer to the 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
- opportunities for student inclusion (ie 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 harrassment.

Sunbury 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 intervention and Management Plan
- 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
- running regular Student Support Group meetings for all students:
  - on the Program for Students with Disabilities
  - who have an Individual Learning Plan
  - Koorie students
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

Sunbury Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Assistant Principal plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Sunbury 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
- information provided by external providers

## 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 and School Philosophy highlights the rights and responsibilities of members of our community.

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 and School Philosophy. Student bullying behaviour will be responded to consistently with Sunbury Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Sunbury Primary 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.

Sunbury Primary School adopts a Student Behaviour Process which is used school wide to ensure a consistent approach to behaviour management. These are categorised as Mild, Moderate and Extreme behaviours. All incidents that align with these categories are recorded on the school's Compass Student Management System.

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 from the classroom
- referral to the Principal Class Tem
- detentions
- Behaviour Intervention and Management Plans
- 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**

Sunbury Primary 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 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.

## **8. Evaluation**

Sunbury Primary School will collect data 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:

- Attitudes to School survey data
- Other student survey data and Student Voice Forums
- incident data
- school reports
- Parent Opinion Survey data
- CASES21
- SOCS

## **FURTHER INFORMATION AND RESOURCES**

Statement of Values and School Philosophy, Bullying Policy, Child Safe Standards

## **REVIEW CYCLE**

This policy was last updated on 29 March 2019 and is scheduled for review in March 2020