



Stanhope Primary School

Learning • Success • Respect • Citizenship



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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.

Stanhope Primary 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

1. School profile

Stanhope Primary School has a current enrolment of 8. The school has a long history and maintains a strong and expansive involvement with the local community. The level of reciprocal support is witnessed in the town's monthly local news with extensive coverage of school/community interaction and reporting of school-based activity in addition to our supportive school families. Our core school values have Lifelong Learning as the core focus and encompass Learning, Success, Respect and Citizenship. These values underpin all aspects of our work in and around our school and community. The School Wide Positive Behaviour System is central to our teaching and learning program and reinforces concepts of resilience and persistence.

We continue to be focused on improving student outcomes through high quality, explicit teaching and learning strategies which recognize the importance of a future-focussed pedagogy and approach. Teachers promote the critical skills of thinking, problem, solving, creativity, collaboration. Digital technology is incorporated across the curriculum to maximize the learning opportunities for students. Student Leaders, run the weekly school assembly, Remembrance Day service, and other school and civic responsibilities. We celebrate student success at school assemblies, through the weekly newsletter and ultimately at the end of year Grade 6 Graduation. We have comprehensive transition program into, through and into secondary schooling. Stanhope Primary School is part of the Campaspe Small Schools Cluster (CSSC), a grouping of like-minded rural schools within the Campaspe Network, committed to a achieving a 'working partnership' with common goals and understandings, focussed on providing all students within their care a high-quality education.

Stanhope Primary School is committed to being a 'Child Safe' school with an expectation that all staff commit to our Child Safe Policy and Child Safe Code of Conduct. Appropriate rigorous reference and background checking will be undertaken for this selection process, including a Working with Children Check and police record and identity check. We are committed to the safety, participation and empowerment of all children. We are also committed to meeting the needs of all students, including those with a disability, our indigenous students and children from culturally and/or linguistically diverse backgrounds.

Our school's website is: <https://stanhopeps.vic.edu.au>

Our Twitter handle is @StanhopePSVic

We also have a current facebook page

2. School values, philosophy and vision

Stanhope Primary School is committed to creating and maintaining a positive and safe learning environment, where our children are protected from abuse and there is zero tolerance to abuse of any kind, where we maximise individual academic and social growth through explicit teaching and taking responsibility for all our learning. Stanhope Primary School values are:

Success: Striving for excellence through persistence, resilience and self-belief.

Learning: Optimising learning experiences aligned to individual learning styles and abilities to build capacity to reach our full potential.

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Citizenship: working in partnership with the community to build collaborative links for the future. Creating connections within our school community, and others as supporters of our students' success.

Respect: Is inclusive and acknowledges the contributions of all others. Effectively utilises the range of backgrounds, skills, knowledge and capabilities of our community. Reflects and considers the impact of their actions on others.

Our focus at Stanhope Primary is on improving student outcomes through high quality, explicit teaching and learning strategies which aim to develop future focused and problem-solving, thinkers and learners.

Our motto is 'Inspiring lifelong learning'.

3. Wellbeing and engagement strategies

Stanhope Primary 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:

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 Stanhope Primary use the Department's 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 Stanhope Primary 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.

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- positive behaviour and student achievement is acknowledged in the classroom through the use of the Class Dojo app, 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 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 across the curriculum.
- All students are welcome to engage with our School Wellbeing Officer if they would 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 Supports with our staff and students, which includes programs such as:
 - Respectful Relationships
 - School Wide Positive Behaviour Program
 - eSafety
- 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.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- we support learning and wellbeing outcomes of students from refugee background through.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support.
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- 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.

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- staff will apply a trauma-informed approach to working with students who have experienced trauma.
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#).

Individual

Student specific strategies may be considered and applied on a case by case basis. Strategies include:

- Student Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy> .
- 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.
- Lookout.

Stanhope Primary 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.
- 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

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- with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Stanhope Primary 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. Stanhope Primary 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.

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.

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.

Our school's Code of Conduct can be found on our school website and at the school office on request.

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6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Student Code of Conduct. Student bullying behaviour will be responded to consistently with Stanhope Primary's Bullying Prevention Policy.

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, Stanhope Primary 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 particular 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 Stanhope Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Stanhope Primary 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.

8. Evaluation

Stanhope Primary 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

POLICY

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

FURTHER INFORMATION AND RESOURCES

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

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- [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	26 April 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	April 2025