Deepdene Primary School

STUDENT WELLBEING AND ENGAGEMENT

Help for non-English speakers

If you need help to understand the information in this policy please contact Tim Green (Acting Principal) or Chris Vlahos (Assistant Principal) at Deepdene Primary School ph 9817 1917.

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.

Deepdene 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

Deepdene Primary School

POLICY

SCHOOL PROFILE

Deepdene Primary School is a highly effective learning community providing learning opportunities for all. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all students achieve success engendering a high sense of self-confidence and a love of learning.

We offer a quality curriculum based on the Victorian Curriculum in all areas including the Arts, LOTE (French) and Physical Education. Our learning programs are designed to cater for the individual needs of a diverse range of students. These include extension and support programs, both within and beyond classrooms. A range of extra-curicular programs are provided and the school offers an outside of school hours care program.

There is a strong partnership between parents and the school and an evident community atmosphere. Parents participate in our reading program, school council, as classroom helpers, open days, information nights, working bees and various social and fund raising activities.

Deepdene Primary School has a stable enrolment of approximately four hundred and fifty students who are primarily drawn from the surrounding suburbs of Balwyn, Camberwell, Canterbury and Kew.

Our facilities include:

- Well-resourced classrooms
- Specialist rooms for the teaching of LOTE (French) and the Performing and Visual Arts
- Library resource centre
- Designated areas for the teaching of Physical Education
- At least six computers in each classroom
- Computer laboratory with 29 state of the art computers and an interactive whiteboard
- Two class sets of notebook computers
- Two class sets of Windows tablets
- Interactive whiteboard in every classroom as well as the library, shared learning space and computer lab
- The Out of School Hours Care Club – A spacious room onsite at Deepdene and administered by a private provider. The program offers before and after school care and school holiday programs
- Access to Linear Park
- Synthetic grass courts
- Colourful playground equipment suited to all primary age groups
- Shade ports
- A full sized oval
- Indoor gymnasium

Based on annual budgets, the school offers a variety of intervention, enrichment and extension programs to support and enhance student learning. These include:

- Reading support program P - 2
- Extension and enrichment program 1 - 6
- Mathematics Olympiad Years 5 & 6
- Chess club and competitions
- Club 6
- Manningham Drama Eisteddfod

- Performance and Productions at each level of the school
- Boroondara Eisteddfod
- Festival choir, ensemble groups, school band, jazz group
- Instrumental tuition
- Student representative council
- Camps & tours years 3 - 6
- Excursions and in-school workshops and performances for Prep – 6
- Inter-school sport and sports' clinics
- Prep & Year 5 friendship/cross age tutoring (Buddy program)
- Swimming P – Yr 3
- Book Week, Literacy and Numeracy Week
- Various themed dress up days, often with a charity collection (as decided by the SRC)

Information and communication technology is successfully integrated into learning programs at all year levels. Each classroom is equipped with an interactive whiteboard and at least six computers. Our well-resourced computer laboratory provides all students with access to a broad variety of challenging educational software programs and learning support equipment (e.g. multimedia projectors, digital cameras, USB computer microscopes). Our school hall has a large screen and data projector.

The teaching staff work collaboratively in curriculum planning and delivery reflecting a strong commitment to teamwork. Equally, parents and teachers work in partnership to provide each child with rich learning experiences, optimising their potential and promoting a friendly, safe and secure learning environment over the seven years of their schooling.

The whole school approach to student welfare focuses on the values of:

- Care and Compassion – care for self and others
- Doing Your Best – try hard and pursue excellence
- Honesty and Trustworthiness – be honest, sincere and seek the truth
- Integrity – ensure consistency between words and deeds
- Respect – treat others with consideration and respect another person's point of view
- Responsibility – contribute to the school community and take care of the environment
- Understanding, Tolerance and Inclusion – show understanding of others and their cultures, treating all people fairly

At Deepdene Primary School we believe:

- Students, parents and teachers work in strong supportive partnership within the school community
- Students work in a safe, secure learning environment and are actively encouraged to be self-motivated, independent life-long learners
- Students work and play cooperatively
- Students make responsible decisions for their behaviour and actions
- Students are challenged, extended, motivated and supported in their learning through high quality instruction

Deepdene Primary School

Deepdene Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between students, parents and all staff members are key features of life at our school.

SCHOOL VALUES, PHILOSOPHY AND VISION

Deepdene Primary 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 respect, integrity and kindness 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 Statement of Values is available online at: https://www.deepdeneps.vic.edu.au/

WELLBEING AND ENGAGEMENT STRATEGIES

Deepdene Primary School has developed a range of strategies to promote engagement, an enclusive 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 Deepdene Primary School use High Impact teaching Strategies 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 Deepdene 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, Year Level Area Leader, 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/buddy programs
- all students are welcome to self-refer to the classroom teacher, Area 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:
    - Friendly Kids, Friendly Classrooms
    - Resilience, Rights and Respectful Relationships Program
    - School Leadership program

- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)

- opportunities for student inclusion i.e. sports teams, sports training, Chess Club, Dance Club, Tennis Lessons, ICT club, Festival Choir, bands and ensembles
- buddy programs, peer support programs
- 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

- each area group has an Area Leader, who in conjunction with classroom teachers, monitors the health and wellbeing of students in their year, and acts as a point of contact for teachers who may need additional support for students in their class
- 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 – refer to our Inclusion and Diversity Policy for further information
- 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 including through student mentoring and inclusive practices in the classroom.
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- 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
- 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 Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace

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

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Deepdene Primary 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. Deepdene 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
- 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 . Student bullying behaviour will be responded to consistently with Deepdene Primary School's Bullying Prevention policy.

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

When a student acts in breach of the behaviour standards of our school community, Deepdene Primary School staff will follow the Deepdene Code of Cooperation and Consequences Policy. 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
- letter of apology by the student to go home to be signed by the parent
- withdrawal of privileges
- referral to the Year Level Area Leader
- restorative practices
- lunch time detentions
- behaviour reviews
- 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 Deepdene Primary School 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

Deepdene 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 at the sign in register on the front desk, and on Compass
- 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 through Education Team and School Council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing Individual Learning Plans for students.

EVALUATION

Deepdene Primary 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

Deepdene Primary School 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
- Included in staff induction processes
- Included in transition and enrolment packs via the school handbook
- Included in School Documentation on Compass- easily accessible to parents, carers and students
- 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:

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

REVIEW CYCLE

Policy last reviewed	4th March 2024
Consultation	Approved at School Council at meeting on 20th March 2024. Consultation with the school community: - Discussion with school leaders during fortnightly School Improvement Team meetings - Parent feedback through informal discussion and meetings with class teachers Consultation with student groups student surveys and class discussions
Approved by	Principal
Next scheduled review date	March 2026 The mandatory review cycle for this policy is 2 years.