OBERON PRIMARY SCHOOL

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.

Oberon 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 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. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Oberon Primary School is located in the increasingly popular and progressive southern Geelong suburb of Belmont. The school was established in 1957 and has a strong sense of history and connection to the local community. Currently, we have 185 students and expect these numbers to grow over the next two to three years. Our supportive, creative and flexible culture enables staff, students and parents to work diligently together in order to research, plan and deliver educational experiences that best meet our students' diverse needs, talents and strengths, throughout each level from Prep/Foundation to Grade 6. We are committed to continuous refinement and development of our teaching practices.

Oberon Primary strives to provide a safe and supportive community of life-long learning where respect, diversity and pride are valued by all. The links the school has with the community provide extra-curricular activities and leadership opportunities for students. We encourage outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Our students are actively engaged in all levels of the decision making within the school community and the school places high value on the expertise of our teachers and the role of parents as partners in learning.

Oberon Primary School has developed a Guaranteed and Viable Curriculum using the "Victorian Curriculum" and has embedded assessment and reporting procedures.

The school has focused on monitoring student attendance and as a consequence over the years have introduced a variety of positive strategies to encourage regular attendance. We have introduced eCASES to report absences.

Our experienced staff is highly committed to the wellbeing and education of the students. The teacher profile at OPS represents a balance of experienced and graduate teachers. The school is student and curriculum focused. It strives for and encourages maximum achievement in all areas of teaching, learning and student wellbeing. Specialist programs include Art, Phys. Ed., ICT. We offer an out-of-school hours care program (operated by the external provider – EXTEND) and the numbers of students using this service is steady.

2. School values, philosophy and vision

Values

At Oberon, we aim to foster skills and attributes (i.e. values) in our students that extend beyond the classroom. We have embraced the gr8 people program to support our students to become well-rounded individuals who are able to successfully function in our ever-changing world.

The gr8 people program comprises ten key attributes. While the idea is that the attributes are 'caught NOT taught' we do set aside regular time to focus on the development of these attributes through learning experiences and targeted activities.

The ten attributes are: Balanced, Caring, Creative, Fair and Trustworthy, Good communicators, Hardworking, Knowledgeable, Positive, Problem Solvers, and Team Players**.**

Students who exhibit these attributes are celebrated and rewarded at our regular whole school assemblies. We really do think our students are gr8!

Philosophy

Our philosophy is based around the development of the whole individual child. Our students benefit from programs that are personalised, enabling them to experience success and to reach their full potential. In addition, Oberon Primary promotes the philosophy of equal opportunity, non-discrimination and the recognition of the diversity of cultures. Each student is made aware that bullying and intolerance are not accepted at school, and that good manners, hard work and kind deeds are encouraged.

Oberon Primary prides itself on being a supportive and caring school. Students who are living under difficult circumstances are supported by the school. Parents of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.

At Oberon Primary School we aim to:

- foster a healthy school culture in which high levels of achievement take place

within a positive social environment through engagement

- provide students with a safe learning environment where students feel physically and emotionally secure
- provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximise student learning opportunities and performance through engagement
- provide genuine opportunities for student/parent participation and student/parent voice
- build a school environment based on positive behaviours and values

Oberon Primary School Vision Statement

To be a vibrant learning community with high expectations, that provides a respectful, cooperative and caring environment which maximises learning, personal well-being and growth for all students in our ever-changing world.

3. Engagement strategies

Oberon Primary School uses a range of evidence-based strategies to positively engage students in learning, and intervene early when problems arise. Some of the engagement strategies employed are outlined 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*
- *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 Oberon use an 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 Oberon 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 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 and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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 programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, Teachers, 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*
- *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)*
- *buddy programs, peers support programs*

Targeted

- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *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, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx*
- *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*

Oberon 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*

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*
- *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.*

4. Identifying students in need of support

Oberon 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. Oberon 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*

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, 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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Oberon Primary School's Bullying policy.

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

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*
- *referral to the Leadership Team*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *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

Oberon 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

Oberon 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

FURTHER INFORMATION AND RESOURCES

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

REVIEW CYCLE

This policy will be reviewed as part of the school's two-year review cycle.

This policy was reviewed by the Oberon Primary School Policy Committee on 16/10/2019
Next review date: October 2021