



Black Hill Primary School Student Wellbeing and Engagement Policy

PURPOSE:

To ensure that Black Hill Primary School provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.

To encourage cooperation, respect and consideration for and between all members of the school community.

To support and encourage all students in their learning and development in the pursuit of excellence and positive student behaviour.

To ensure our school's policies and procedures for responding to inappropriate student behaviour.

AIMS:

- The following school programs will support student wellbeing, School Values, Kids Voice, Student Leadership Programs, Behaviour Management Programs, Anti- Bullying Programs - School Support Services, Special Assistance Programs, the Integration program, Life Skills, Autism Programs.
- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences.
- Teachers and students have a right to work in an atmosphere conducive and supportive to learning.
- Students have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy and respect for all.
- Students have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence.
- Students have a right to work and play free from intimidation.
- Principal and staff have a responsibility to fairly, reasonably and consistently implement the code of conduct.
- The school has a responsibility to identify children at risk both socially and academically and to devise programs to support these children.
- The school has a responsibility to ensure that internal processes address students with specific learning needs at both ends of the scales.
- The school has a responsibility to ensure that internal processes refer students to agencies when appropriate.
- To develop in student's, resilience and independence within their community and relationships.

IMPLEMENTATION:

In line with the framework for Student Support Services for Victorian Government Schools, the implementations of the approaches to student welfare at Black Hill Primary School are based on effective practices at each of the following levels.

1.Primary Prevention

Strategies at this level include:

- Building mutual respect and promote safety at school.
- Implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience, Rights and Respectful Relationships
 - Safe Schools
 - School Wide Positive Behaviours- Behaviour Matrix of expectations
 - Social Skills
 - Values program
- Enhancing school attendance (see Attendance Policy).
- Encouraging supportive relationships.
- Involving parents/families and communities.
- Smooth transition.
- Undertaking the Risk Scale assessment tool to identify students at risk.
- Having an active Wellbeing Curriculum School Improvement Team.

2.Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs via assessments, surveys and tests.
- Providing SSG (Student Support Group) meetings to set goals and review progress.
- Developing programs and individual learning plans to improve skills.
- Providing counselling and support as required utilizing Student Services within the Grampians region.
- Developing Individual Behaviour Management Strategy Plans.

3.Intervention

- Establishing a support group for the student at risk.
- Linking to appropriate support staff/agencies 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
- Referral to Child First and/or Headspace
- Monitoring and evaluating social progress.

4. Postvention

- Postvention relates to traumatic incidents, that is those which are extraordinary and are beyond people's normal coping abilities.
- Strategies at this level:
 - Emergency response plans.
 - Providing counselling and support utilising Student Services within DET.
 - Monitoring recovery and evaluate plans.

5. Engagement strategies to promote positive behaviour and inclusion include:

- high and consistent expectations of all staff, students and parents and carers
- developing positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing

- 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
- deliver a guaranteed and viable curriculum to ensure that students are taught to their point of need
- teachers at Black Hill Primary School teach an instructional framework to ensure an explicit, common and shared model of instruction is delivery to every student
- teachers at Black Hill 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 and plan using the Victorian Curriculum
- 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through Kid's Voice, Learning Advisors and other forums
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- develop Individual Learning Plans for all Koorie, Out of Home Care and Students on the Program for Disabilities which link them to external services such as Koorie Engagement support officer and Lookout Centre.

EVALUATION

The Student Wellbeing and engagement Policy will be reviewed and modified on an ongoing basis. The staff and the parent community (School Council) will be asked to comment on the effectiveness of the policy implementation and this feedback will be utilised to modify the process. Procedures to assist with the evaluation are:

- Staff opinion survey
- Parent opinion survey
- Student Attitudes to School survey.

Evaluation:

This policy is to be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in: August 2015 Reviewed August 2019
To be reviewed August 2022