



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.

Newcomb Park 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.

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2. School values, philosophy and vision
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POLICY

1. School profile



Newcomb Park Primary School was established in 1997 after the amalgamation of Newcomb South Primary School and Newcomb Primary School and is located 6km from the city of Geelong. There are 102 students enrolled from Prep to Year 6 with a combination of straight and composite class structures.

The school is located on large grounds and there are a significant number of programs and opportunities for the students provided by various community groups. Most students that attend our school live locally and tend to walk or ride their bike to school. Newcomb Park Primary School has developed close ties to the local community and enjoys support from our local shops and community services.

Newcomb Park Primary School has a small number of EAL (English as an Additional Language) students and students on the PSD (Program for Students with Disabilities). Our Education Support Staff and Wellbeing Officer support the wellbeing needs of our students across the school. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Newcomb Park Primary School's values are at the core of the teaching and learning. Students, staff and members of our school community are encouraged to live and demonstrate our values of *Respect*, *Resilience* and *Responsibility* at every opportunity. Newcomb Park Primary School is a School Wide Positive Behaviour Support school and the expected behaviours on our school matrix all link to our three core values.

Our school's vision is for all students to experience success. We want students to assume increasing levels of self-responsibility in the achievement of learning within a supportive learning environment that is strengthened by home/school partnerships.

Our statement of values is available online at: <https://www.newcombparkps.vic.edu.au/page/55/Vision-&-Values>.

3. Engagement strategies

Newcomb Park Primary School is an inclusive school that has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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 school), targeted (small group) and individual engagement strategies used by our school is included below:



Universal

- Teachers at Newcomb Park Primary School use the Victorian Teaching and Learning model, in alignment with the school's instructional models to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yield teaching practices are incorporated into all lessons
- Teachers at Newcomb Park Primary School respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Documenting wellbeing concerns on Compass
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey data, Compass Chronicles data and school level assessment data
- High 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
- Our school's values are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- Transition programs are in place 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 (using Tokens, Awards and the Dojo App)
- Student attendance is monitored and we implement attendance improvement strategies (Super Ted award, phone calls etc.)
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with Classroom Teachers, Education Support Staff and the Principal when they have questions or concerns.
- Create opportunities for cross class and whole school opportunities (ie. School performances, Sport opportunities and Excursions.)
- Students are referred to the Student Wellbeing Officer or school Principal if they would like to discuss a particular issue or need support of any kind. We are proud to have an 'open-door' policy.
- We engage in a School Wide Positive Behaviour Support program across the school.
- Programs, incursions and excursions developed to address issue specific behaviour (ie. NED positive Mindset performance)
- Our Social and Emotional Curriculum incorporates the following programs/approaches:
 - Respectful Relationships
 - Zones of Regulation
 - SWPBS



- Opportunities for student inclusion (cooking program, recess and lunch play opportunities, ES support in the playground, Equine therapy, Just Brass)
- Free fruit is offered to every student every day at 10am and Breakfast Club is available to all students on a daily basis
- Education for students around Cyber Bullying is provided

Targeted

- Sunshine Circles sessions – facilitated by Wellbeing Officer & BCYF staff
- Junior and Senior school weekly social groups are run by the Wellbeing Officer for specific students.
- Classroom teachers monitor the health and wellbeing of students in their class and act as a point of contact for any students who need additional support.
- All Koorie students are connected with the Koorie Engagement Support Officer.
- All students in Out-Of-Home-Care are linked with the designated Lookout representative (Principal) and have an ILIP and Educational Needs Assessment (as required)
- Wellbeing Officer oversees the social and emotional curriculum and supports staff to analyse wellbeing data (Compass)
- Staff are provided with specific training around wellbeing and behaviour (SWPBS, Calmer Classrooms, Bullying, No Way!)
- Some small groups of students spend time in our school garden each week

Individual

Newcomb Park Primary School implements a range of strategies that support **wellbeing** needs.

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Referrals to Student Support Services (Psychologist, Social Worker, Speech Therapist)
- Referrals to Wellbeing Officer
- Referral to CAMHS, Orange Door or Headspace as appropriate
- Support sought via Lookout Centre and Wauthurong as required

Newcomb Park Primary School implements a range of strategies that support and promote individual **engagement**.

- Individual Learning Plans
- Behaviour Management Plans
- Student Support Groups
- Funding/Support via the Program for Students with Disabilities (PSD)
- Meetings with both parents and students to discuss how to best engage them at school
- Considering the classroom environment (ie. Adding a calm space, sound cancelling headphones, Sit Spots, Sensory resources)
- Referrals to Wellbeing Officer, SSS (Psychologist, Speech Therapist, Social Worker)
- Referrals to Allied Health professionals where appropriate



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 attendance improvement plans with the family
- Running regular SSG meetings for those on the PSD program in Out-Of-Home-Care or with complex needs

4. Identifying students in need of support

Newcomb Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Officer and Education Support Staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Newcomb Park 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 (ie. Network nurse visits)
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, Compass Chronicles and suspension data
- engagement with families
- student referrals (by self, peer, parent or teacher)

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 vision and values highlight 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 (refer to SWPBS matrix of expectations)
- 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/carers and approach a teacher or the school principal.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's SWPBS behaviour Matrix (see Appendix 1) based around our values of Respect, Resilience and Responsibility. Student bullying behaviour will be responded to consistently with school's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Newcomb Park Primary School will follow the behaviour management process (see Appendix 2), consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed (via phone, Dojo or school diary) 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 via Restorative discussions.

Disciplinary measures that may be applied include:

- A reminder of the expected behaviour
- Some reflection time (5 minutes or 15 minutes) as directed by the classroom teacher
- Restorative practices (ie. Discussion, apology)
- Time with the Wellbeing Officer of School Principal for half of recess or lunch
- 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>

7. Engaging with families

Newcomb Park 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 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 via our School Council and Parent Opinion Survey
- coordinating resources and services from the community for families (BCYF Playgroup, Smith Family support, SSS services)
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Newcomb Park 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:

- Compass chronicles
- Student Attitude to School Survey data
- Student reports
- CASES21
- Student Centred Interviews
- Student Online Case System (SOCS)
- Parent Opinion Survey

FURTHER INFORMATION AND RESOURCES

Related policies include:

- Attendance Policy
- Bullying Prevention Policy
- Child Safe Policy and Standards
- Inclusion and Diversity Policy

REVIEW CYCLE

Author: Blanche Denmead, Principal

Agreed: School Council, August 2019

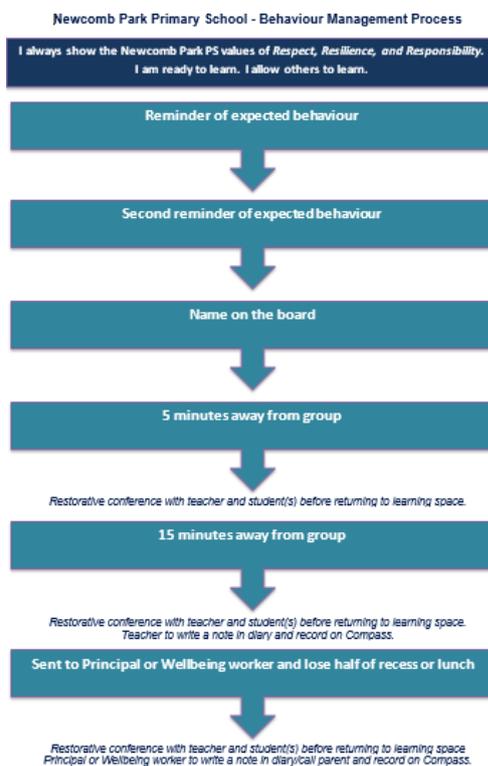
Review Date: August 2020



APPENDIX 1: SWPBS EXPECTED BEHAVIOUR MATRIX

Newcomb Park Primary School				
School Wide Positive Behaviour Matrix				
	IN THE CLASSROOM AND DURING SPECIALIST	IN THE YARD	IN TRANSITION, AT THE OFFICE AND BEFORE OR AFTER SCHOOL	AS AN AUDIENCE
RESPECT 	We listen to and follow instructions We allow others to learn We accept different students learning needs We speak nicely We keep our hands, feet and objects to ourselves We respect personal space and privacy	We include others We share equipment and spaces We keep our hands, feet and objects to ourselves We look after school property, equipment and grounds We speak nicely We return equipment inside	We use inside voices We wait for our turn at the office and use our manners We look after school property, equipment and grounds We listen to and follow instructions We use the bathrooms appropriately	We sit appropriately as an audience and listen We clap and respond appropriately at the right times We use our manners We stand still, keep our hands by our side and face the front while singing the National Anthem
RESPONSIBILITY 	We arrive on time, organised and ready to learn We join in and try our best We take care of our own and others property We move safely around the classroom/space We ask before leaving the classroom/specialist	We report dangerous behaviour to a teacher We stop playing when the music starts We put rubbish in the bin We play appropriately in the right areas We wear our school hat in terms 1 and 4	We move safely through all areas of the school We make sure we are in the right place at the right time We only leave the classroom with teacher permission We walk our bikes and scooters within the school grounds	We follow the teacher's instructions at all times We choose a good place to sit to avoid distractions
RESILIENCE 	We persist with all tasks, demonstrating a growth mindset and challenging ourselves We work and play cooperatively by taking turns and playing fairly, letting others join in and following the rules We are positive bystanders and tell a teacher if we need help We think of another solutions We walk away if we are feeling upset or angry and get help from an adult We use the cool down nook/ calm space according to classroom guidelines			

APPENDIX 2: BEHAVIOUR MANAGEMENT PROCESS & INCENTIVES SYSTEM



Positive Behaviour Incentives	
100	100 Club – Picture in the newsletter and on the 100 club display board in the office, certificate at assembly, casual dress for the day and a lunch with the principal.
75	Make a badge for you and a friend. Party pies or mini pizza for lunch.
50	Throne in the classroom for a day. Cooking class with Annette.
40	Assembly helper. Visit another class for a session.
30	Office assistant. Your favourite piece of school work in the newsletter.
25	Make the daily P.A. announcements. Prize from the Principal's prize box.
20	Listen to music for a session. Prize box (junior). Art room at lunch (senior).
15	Bad for 15 minutes. Icy Pole.
10	Bad for 10 minutes. 5 minutes extra recess.

