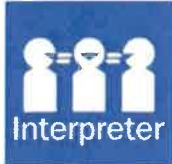


OSBORNE PRIMARY SCHOOL 2655

# Student Engagement and Wellbeing Policy



## Help for non-English speakers

If you need help to understand this policy, please contact Osborne Primary School, phone: 5975 1792, email: [Osborne.ps@education.vic.gov.au](mailto:Osborne.ps@education.vic.gov.au) or come into our school office.

## 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.

Osborne 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
7. Engaging with families
8. Evaluation

## POLICY

### 1. SCHOOL PROFILE

population, the school is part of a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from low to mid 600s over the past five years. In 2021 enrolment averaged 645 students. OPS has a varied socio demographic composition. Over the past few years the overall socio-economic profile has fluctuated on a yearly basis from middle range, middle/high range and for 2021 middle/low range. The student population predominantly draws from the suburban housing areas with a just a few families living in the rural areas remaining intact near the school. A small number of students for whom English is their second or additional language attend Osborne. The school's range of programs and events ensure that all students are able to take advantage of the excellent location near to Port Philip Bay and nearby wetland and bushland areas

## **2. SCHOOL VALUES, PHILOSOPHY AND VISION**

The vision for OPS is to foster a caring, inclusive environment that develops values, attitudes, knowledge and skills in our students that will better equip each student to achieve a meaningful and fulfilling life in our complex, changing world. The values of respect, confidence, co-operation, responsibility and resilience guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential. The development of skills and knowledge for our students to become life-long learners and well-adjusted citizens of the future, is a primary focus. The "Play is the Way" program continues to be used school wide to enhance our school values and empower our students to pursue their personal best and develop respectful relationships.

## **3. WELLBEING AND ENGAGEMENT STRATEGIES**

Osborne Primary School 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 Osborne Primary School 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
- 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
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Play is the Way
  - Kids Roar
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. cyber safety)

## **Targeted**

- Aboriginal 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 this is in line with the Marrung Plan.
- 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
- 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**

Osborne 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
- 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, Orange Door, 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

## **4. IDENTIFYING STUDENTS IN NEED OF SUPPORT**

Osborne Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Osborne 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

- 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.

## **6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT**

Osborne Primary School community believes that our school, in partnership with parents, should provide an environment that ensures students are safe, happy and able to learn in a stimulating environment, free from harassment, to achieve their full potential. Teachers should expect to be able to teach in an atmosphere of order and cooperation. This code is consistent with DET guidelines.

It is the staff's responsibility to care for and manage all students' behaviour according to the principles and core beliefs of Restorative Practices. To facilitate this they will use;

- Positive, restorative language and choice
- Affective questions and statements
- Collaborative problem solving
- Circle Time
- Restorative mediation
- Formal restorative meetings

### **Fostering high standards of behaviour**

Students are taught they need to respect the rights of others and they have a responsibility to work, learn and play to the best of their ability. Also to be polite, fair and well behaved and abide by school rules and values. School rules apply in class and in the school ground.

The school rules are;

- Follow instructions of all staff
- Be respectful and responsible towards others
- Work and play cooperatively and safely
- Listen carefully and speak politely
- Look after the environment

### **Promotion of diversity and positive relationships**

Students are taught to recognise and accept that people are different and they have different things to offer our community.

This will be supported through the implementation of whole school programs such as;

- Camps, Excursions and In-visits
- Buddies and Cross Age Tutoring
- Whole School Transition
- Student Leadership Programs

### **Encouragement of self-discipline and responsibility**

The staff are committed to fostering self-worth, self-discipline and resilience in students as well as aiding them to develop responsibility for their actions through the following strategies.

- Encouraging positive teacher/student interaction
- Encouraging the wearing of school uniform.
- Encouraging parent contact
- Reinforcement of self-worth through our curriculum
- Providing opportunities for constructive school ground activities
- Implementing appropriate wellbeing programs
- Giving positive reinforcement to encourage appropriate behaviour
- Encouraging pride in our school

### **Acceptable standards of behaviour**

Students have the responsibility to observe the following appropriate behaviour

- Move in an orderly and safe manner
- Complete all work to the best of their ability
- Respect others (students and adults) irrespective of culture, race, gender or impairment  
\*Meeting the requirements of the Racial and Religious Tolerance Act, 2001
- Care for the school environment
- Respect the property of others
- Follow instructions given by those in authority
- Be courteous at all times
- Be punctual and attending regularly

### **Promotion of safe and secure learning environment**

Osborne Primary School has defined the following as unacceptable behaviours.

- Bullying – verbal, physical, cyber, exclusion etc.
- Disorderly conduct e.g. fighting, throwing dangerous objects or deliberately hurting others
- Verbal or emotional abuse e.g. harassment, swearing or answering back
- Stealing school or private property
- Vandalism to school or private property
- Lack of punctuality
- Lack of care for the school environment

### **Accepted consequences of unacceptable behaviours**

Students will be taught the Student Code of Conduct to an appropriate level of their understanding and therefore know, if it is breached, consequences will apply. These will be in line with Restorative Practices which guide all interaction and student management. Parents will be kept informed when deemed necessary. These incidents incur immediate disciplinary action; fighting, bullying or damage to the environment. Consequences for unacceptable behaviour could include

- Taking part in a restorative conversation to repair damaged relationships
- Apology – verbal or written
- Clean up or fix what has been damaged
- Time Out
- Withdrawal of Privileges (such as attending an excursion or camp)
- Serious breach – immediate referral to Principal Team
- Parent contact
- Suspension

## **Positive strategies to recognise and reinforce exemplary behaviour**

Strategies will promote positive reinforcement and facilitate parent communication and could include:

- Value certificates of recognition
- Articles in the newsletter
- Whole school assembly
- Principal Class awards
- Class Teacher awards and rewards

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in 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 Osborne 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.

## **7. ENGAGING WITH FAMILIES**

Osborne 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 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **8. EVALUATION**

Osborne 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, including attendance and absence data

Osborne 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 <http://osborneps.vic.edu.au/>
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- 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:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	October 20218
Consultation	20 <sup>th</sup> October 2022, school council
Approved by	Brett Miller Principal Osborne Primary School 
Next scheduled review date	October 2024