

LYNDALE GREENS PS

STUDENT WELLBEING AND ENGAGEMENT POLICY

2019

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.

Lyndale Greens PS 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

Lyndale Greens P.S was established in 2010 through the merger of Lyndale P.S and Greenslopes P.S. Lyndale Greens Primary School and is situated in the City of Greater Dandenong. We have an SFO of 0.7403, and almost 70% of our students have English as an additional language.

Our school community is enriched by the experience and backgrounds of families representing almost 40 different nationalities.

School values, philosophy and vision

VISION

At Lyndale Greens Primary School we aim to:

2. Foster a healthy school culture in which high levels of achievement take place within a positive social environment.
3. Provide students with a safe learning environment
4. Maximise student learning opportunities through engagement.
5. Provide opportunities for students/parent participation and student/parent voice.
6. Build a school environment based on positive behaviours and values
7. Engagement strategies

MISSION

Lyndale Greens Primary School's mission is to challenge children intellectually by providing a wide range of educational experiences and opportunities to extend their academic, creative, social, emotional and physical development. We aim for our students to have high expectations, be problem-solvers, responsible risk-takers, and to be responsible citizens who are productive and effective communicators in the 21st century.

At Lyndale Greens Primary School the teachers cater for the needs of the whole child, inclusive of their academic, social, emotional, physical and creative development. We view learning as an active and reciprocal partnership between students, parents and staff. We provide a stimulating, curriculum that fosters student self-esteem and self-discipline, with priorities focussing upon the development of Literacy, Numeracy and ICT skills. We provide a challenging curriculum for all students to assist them in striving to achieve their personal best. We cater for individual abilities, talents and learning styles. The school community continues to embrace the use of information technology to challenge and enrich our students.

OBJECTIVE

Lyndale Greens Primary School's objective is to provide a learning environment and educational programs which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe, happy and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected.

Lyndale Greens PS 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 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*
- *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 Lyndale Greens PS use the Reading, Writing and Numeracy instructional frameworks to ensure an explicit, common and shared model of instruction with evidenced-based, high yield teaching practices incorporated into all lessons*

- *teachers at Lyndale Greens PS 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 Leader, 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:*
 - *Respectful Relationships*
 - *Bully Stoppers*
 - *Safe Schools*
- *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

- *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 Leader and Student Support Services*
- *referral to Child First, Headspace*
- *Navigator*
- *Lookout*

Lyndale Greens PS 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 Child First*
 - *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*
- *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.*

8. Identifying students in need of support

Lyndale Greens PS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing program plays a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing. Lyndale Greens PS 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*

9. 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.

10. Student behavioural expectations

Code of Conduct includes:

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 Lyndale Greens PS's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Lyndale Greens PS 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 Year Level Coordinator*
- *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.

International Students

A. Student misbehaviour/school suspension and cancellation

If an overseas student is at risk of unsatisfactory behaviour, the school will follow the actions described on the DET ISP Course Progress Attendance Behaviour Checklist template.

B. Course progress and attendance monitoring

The school has a documented process for monitoring and recording attendance and course progress of overseas students.

The school will use the ISP Course Progress Attendance Behaviour Checklist to document its actions and report international students who do not satisfy minimum course progress/attendance and behaviour requirements (refer to Visa Condition 8202).

Course progress (refer to the DET IED ISP Compliance Reporting procedure)

Unsatisfactory course progress is defined as:

- The school considers the student would benefit from repeating a year.
- The student has not passed the majority of units for two consecutive study periods (two consecutive semesters).

If an overseas student is at risk of not making satisfactory progress, the school will follow the actions described on the DET ISP Course Progress Attendance Behaviour Checklist template.

If an overseas student does not achieve satisfactory course progress for one semester (eg. pass more than 50% of the subjects studied), the school will follow the actions described on the DET ISP Course Progress Procedure template. This involves implementing an intervention plan including student counselling and establishing a student agreement.

If an overseas student does not make satisfactory course progress (pass more than 50% of the subjects studied) in two consecutive semesters, the school will notify the student (parents) of its intention to report the student for not making satisfactory course progress.

Attendance (refer to the DET IED ISP Compliance Reporting procedure)

The school has a documented process for monitoring and recording attendance and course progress of overseas students.

Visa conditions require students to attend at least 80 per cent of scheduled course contact hours. (Please note that students should attend ALL scheduled course contact hours.).

If an overseas student is at risk of unsatisfactory attendance, the school will follow the actions described on the DET ISP Course Progress Attendance Behaviour Checklist template.

Intervention Strategy:

The intervention strategies for student attendance are summarised below.

- If attendance falls to 90 per cent:

Action by school:

- Parent / legal custodian or DHA approved relative notified
- The student will be interviewed by the school welfare officer.

- If attendance falls to 85-90 per cent:

Action by school:

- Parent / legal custodian or DHA approved relative notified
- The student will be interviewed by the school welfare officer.
- A Student Attendance Agreement may be put in place with agreement from the school, the student, parents/legal custodian and homestay family (if applicable)

- If attendance falls to 80-85 per cent:

Action by school:

- Parent / legal custodian or DHA approved relative notified
- An additional Student Attendance Agreement will be put in place by the school.

- If attendance falls below 80 per cent (DHA visa requirements breached):

Action by school

- DET IED is notified
- Parent / legal custodian or DHA approved relative notified

- The student will be issued with a Notice of Intention to Report for Non-Compliance to DHA unless the following all of the following conditions exist:
 - the student can demonstrate compassionate and compelling circumstances
 - the student's attendance rate is at least 70%

C. Student leave

If an overseas student (usually this request is made by their parent/legal guardian) wish to take leave during term, they must complete a DET ISP Application for Deferral of Enrolment form.

The school will assess whether compassionate and compelling circumstances apply, if so, the leave will be approved and DET IED will be notified by email and provided a copy of the completed form.

Examples of such compassionate and compelling circumstances could include: serious illness, injury or trauma, bereavement of close family members, major political upheaval or natural disaster in the home country.

The deferral application will be supported by evidence of the circumstances.

Records of any approved leave will be kept in the student's file.

D. Student withdrawal

If the student wishes to withdraw:

For transfers to another non-government or interstate school:

- Check that new school is CRICOS registered (<http://cricos.education.gov.au/institution/InstitutionSearch.aspx>)
- Assist the family with completion of the Withdrawal Application form (available on the Study.vic.au website)
- The application will:
 - be sent to the International Education Division using the "Notification of Withdrawal" form
 - outline reasons for the transfer, for example: family moving house
- The DET IED will assess transfer applications on a case by case basis.

For withdrawal to return to the student's home or to move to another country

- Assist the family with completion of the Withdrawal Application form (available on the Study.vic.au website)
- The application will:
 - be sent to the International Education Division using the "Notification of Withdrawal" form
 - outline reasons for the transfer, for example: family moving house, returning home
- The DET IED will assess transfer applications on a case by case basis.

Where the family has not completed a withdrawal form but does not intend to return to the school, the school will confirm that the student has transferred to another school or returned home or to another country and will notify DET IED of the change in enrolment in a timely manner.

11. Engaging with families

Lyndale Greens PS 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
- Provision of a school newsletter
- provision of parent/teacher interviews and information sessions

- Communication to families such as via Student Diaries and Take Home Reading notes
- 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.

12. Evaluation

Lyndale Greens PS 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
- Child Safe Policy and Statement of Commitment
- Child Safe Report Obligations Policy and Procedures

International relevant documents

- ISP_Compliance_Reporting
- ISP_Attendance_Summary_Report
- ISP_Course_Progress_Attendance_Behaviour_Checklist
- ISP Welfare and Compliance record
- Withdrawal form

REVIEW CYCLE

This policy was last updated on 15th May 2019 and is scheduled for review in May 2021 or earlier if required