

STUDENT WELLBEING & 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.

Boisdale Consolidated 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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POLICY

1. School profile-

Boisdale Consolidated School is a F-6 school of 226 students. The school is located just outside the township of Boisdale on the Newry Road 10 km from the Maffra township. The school caters for children from Boisdale and the surrounding districts of Llowalong, Coongulla, Maffra, Newry, Valencia Creek and Tinamba. Students travel mainly by bus. Many students come from a dairy farming background or industries associated with farming. The Student family Occupation index (SFO) of 0.5 and the Student Family Occupation and Education Index (SFOE) of 0.4414 have remained stable over the past few years. 0.44% of students at the school are non-English speakers and 0.88% of students are at risk. 3.1 of students have a disability (hearing, vision, speech or physical). At the school, there are two Aboriginal students and one Torres Strait Islander.

The school offers fully equipped classrooms. The BER (Building the Educational Revolution) building offers a bright open plan building with a shared open learning space. The school has an onsite swimming pool which is used by students for swimming lessons. These lessons are taught by accredited instructors who are fully Austswim trained. The school has a fully equipped student kitchen and an outdoor classroom. Other programs and extracurricular activities at Boisdale Consolidated School include Visual Arts, Music, Boisdale Dance



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Group, Bike Brigade, Winter sports, Annual Production, Kinder leadership, Student Leadership, Student Voice Team (2019), intervention, Camps and excursions and the Foundation/Grade 6 Buddy Program.

2. School values, philosophy and vision-

Mission

As a community we are committed to inspire, support and educate inquisitive thinkers who value personal growth and collaboration in an ever changing world.

Vision

Together we strive to develop an enthusiastic culture of learners, enabling them to grow in a safe and supportive environment.

Values

Our School Values are “a code” by which we function as a school. They underpin our actions and beliefs but they are not a set of rules. These are our core values -

Show Respect

Bounce Back

Be your Best

Work as a Team

Be a mate

Think Proud, Act Proud, Be Proud

At Boisdale Consolidated School we use our School Values to cater for all student needs;

Show Respect: This value encompasses respect for everybody and everything within the school community. Students develop behaviours that show respect for each other, respect for their teaching and learning and respect for all members of the school, as well as equipment, buildings and facilities. This value underpins the everyday functioning as a school.

Bounce Back: This value develops strong resiliency in our students. It is used in the restorative process as a way of focussing on the positives that can evolve from difficult situations. It builds an understanding that many times we can take control of negative feelings and situations and view them more positively as a means of building personal emotional strength and resiliency.

Be your Best: This value underpins everything we do at Boisdale Consolidated School. It aims to develop an attitude of perseverance, motivation and striving for high expectations. It focusses on personal development, goal setting and realistic expectations. Students learn that they can apply this philosophy to all aspects of their school and personal life. (It aims to develop a positive attitude to learning using the growth mindset philosophy to develop perseverance, motivation and to strive for excellence.)

Work as a Team: The school has had an emphasis on the strength of the team rather than the individual alone. This has formed the basis of our Teaching and Learning Plan, as well underpinning the philosophy behind the structure of Grades and organisation of the program taught at each level.

Be a Mate: This value develops concepts around “mateship”. Looking out for each other, respecting others even though they may not be a close friend and developing shared responsibility for each other are key focuses. Using Restorative Practice when there have been altercations between students focuses on this value, as it underpins all relationships at the school.



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Think Proud, Act Proud, Be Proud: This is our umbrella statement. It is the philosophy that encompasses all our values. It develops a sense of who we are in the community and filters into each and every home within our broad based school community and major stakeholders.

3. Engagement strategies-

Boisdale Consolidated School 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.

To realise our mission and vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.

The school provides a rich extra-curricular program to cater for the needs of all students as well as providing a rich and diverse range of experiences to keep students motivated and engaged. These activities also provide opportunities for parents and members of the community to be actively involved in students' learning. These include:

- **Prep/Grade 6 Buddy Program** - A buddy program operates for the new prep students. Grade 6 students are trained to support the new preps as they enter school.
- **Bike Brigade** - A fantastic bike repair program with 1:1 tuition from a range of volunteers. The renovated bikes are donated to charities.
- **Marimba Band** - The school boasts 3 full size Marimbas as well as ukuleles and a myriad of other instruments. These form a unique band that performs at key events.
- **Boisdale Dance Group** - The Boisdale Dance Group rehearse once a week and have performed at many community events.
- **Annual Production** - During the second semester a musical play is produced with up to 60 of the senior school students involved. These lively, often humorous plays, teach students performance skills and help build self-esteem and confidence.
- **Gardening Club and Yard Crew Teams** - The school has both a gardening club and yard crew which operates at lunchtimes. Vegetables are grown, cooked and shared in the student kitchen and students are actively involved in the maintenance of the school.
- **House Teams, leadership opportunities for house, school captains, Junior School Council leadership and bus captains, as well as camps, excursions and incursions** These opportunities all provide strong links to the school, building a sense of belonging and connectedness.
- **Kinder Leadership Program** - The Community Leadership program allows Grade students the opportunity to plan and implement an early literacy program in the two local Kindergartens developing strong links for transitioning students as well leadership skills within the community.

Other avenues for involvement within the community are:

- Interschool Gymkhanas
- Annual Paint Relay at Stratford



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- Segue Grade 6 Art Exhibition
- Maffra Show (cooking, art and craft and equestrian events)
- Lions Peace Prize
- Interschool Triathlon
- Mardi Gras Float

4. Identifying students in need of support-

Boisdale Consolidated 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. Boisdale Consolidated 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*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*
- *Individual Learning Plans*
- *Behaviour Support Plans*

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.



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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 our Bully Prevention policy.

Schools have a responsibility to provide an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. Boisdale Consolidated School has implemented the School Wide Positive Behaviour Program since 2012, as part of a Network-wide approach with the Wellington Network. This approach focuses on ensuring that positive student behaviour is acknowledged and encouraged, as well as providing an effective method to monitor, manage and work to improve negative student behaviour. Student behaviour is tracked and recorded by staff in the classroom, playground and bus. Trends in behaviour are discussed with teaching staff, including the Principal, and strategies put in place to implement a whole school approach to positively managing and improving the trended negative behaviour.

Behavioural expectation matrices (see **Appendix 3**) have been developed in the following areas which clearly outline expectations for student and staff behaviour -

- Learning areas
- Bus
- ICT/Cyber/Device Usage
- Staff (meetings, conduct)
- Canteen
- Playground

Positive acknowledgements are designed to be collaboratively achieved and provide opportunities for all students to achieve a collective success. This includes using a marble jar reward system in classrooms and an acknowledgement card in the playground which is collated and the members of Junior School Council devise a whole school reward such as extra play time.

Boisdale Consolidated School seeks to build a positive and inclusive learning environment where all students have the opportunity to experience success. This is supported through inclusive teaching and learning practices and a whole school behaviour management approach. When a student acts in breach of the behaviour standards of our school community, Boisdale Consolidated School 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 challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative Practice discussions with students involved
- Withdrawal of privileges (computer/i-Pad usage; play time)
- Time out in the classroom / or another teacher's classroom
- Letters or verbal apologies written/given
- Individual behaviour management plans
- Counselling with school chaplain
- Clean up duties / amend damages
- Notifying parents of behaviours and future behaviour plans
- Involving community support agencies
- Suspension (in-school and out of school)
- Expulsion within the DET guidelines



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Discipline will be applied in a way that is appropriate to the behaviour and upholds the processes of School Wide Positive Behaviour in promoting positive behaviour and applying an appropriate consequence and counselling for negative behaviours.

Suspension and expulsion are can only be approved by the principal (or person acting in that role) and Boisdale will follow the process for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance <http://education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance/asp>

Information on grounds and processes for suspension and expulsion that Boisdale will follow are available from <http://www.education.vic.gov.au/school/principals/particiaption/Pages/discipline.aspx>

Corporal punishment is prohibited in our school and will not be used, nor tolerated in any circumstance.

7. Engaging with families

Parent involvement is positively encouraged through a range of opportunities. Parent feedback and opinion is sought through the Parent Opinion Survey and through the avenues of School Council representation, Parents and Friends Committee participation and involvement in the classroom, kitchen/garden program, parent information session, as well as sporting and swimming activities and events.

School Council

Parents become actively involved in the decision making process through membership of school council. The group meet once a month to oversee finance, building and grounds with sub committees involved in canteen, parents and friends club and marketing.

Parents and Friends are an active parent body supporting events and activities for students as well as fundraising for the school. They enjoy their own facility in one of our historic buildings and oversee the ordering and sale of the uniform.

Parents in classroom partnerships offer their help in a variety of programs including gardening, cooking, classroom activities, Bike Brigade, excursions, camps, PMP, swimming and special events. Their ongoing support is a highly valued aspect of our school life and the school actively fosters an "Open Door" policy.

Working bees offer opportunities to take an active role in school maintenance and development. Parent contribution and skills are highly valued within the Boisdale Consolidated School community.

Parent teacher interviews are held twice throughout the year (Term 1 and towards the end of Term 2 or early Term 3). These provide an opportunity for students, teachers and parents to discuss learning progression and areas for further development.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

8. Evaluation-

Data collection and analysis-

Behaviour data from the playground and classroom is collected each week and documented using a checklist form to indicate the type of behaviour, response and the timeframe. This data is then collated using a school based database, which can produce reports which are then discussed with staff and parents as appropriate. This data will be used to identify target areas for improved student behaviour and measure the success or otherwise of school-based strategies and approaches.



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Some of the sources of data regarding wellbeing issues, behaviour and otherwise, used are:

- the Attitudes to School Survey data
- school level report data
- Parent Survey data
- data extracted from CASES21 or SOCS

FURTHER INFORMATION AND RESOURCES

For further information please refer to our *Statement of Values and School Philosophy* policy, *Bullying Prevention* policy or *Child Safe Standards*.

REVIEW PERIOD

This policy was last updated on September 2019 and is scheduled for review on September 2021.