

# PATTERSON LAKES PRIMARY SCHOOL



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No. 5190

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## STUDENT WELLBEING AND ENGAGEMENT POLICY

### RATIONALE

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) the expectations for positive student behaviour
- (c) the support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour

Patterson Lakes 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.

### AIMS

The aim 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.

This policy applies to all school activities, including camps and excursions.

### IMPLEMENTATION

#### 1. School Profile

Patterson Lakes Primary School opened in 1979 and is located in the residential corridor between the Mornington Peninsula Freeway and Port Phillip Bay, 33km SSE of the Melbourne CBD. The school is surrounded by a series of interconnected canals around the Patterson River waterway. The school has modern buildings, grounds and facilities that have the flexibility of both flexible learning spaces and traditional classrooms. Our buildings include 11 permanent classrooms, 12 relocatables, and a visual arts room, library, learning technologies centre, administration block and a multipurpose facility. During 2010, the school completed a multipurpose facility through the Federal Government's BER program and in 2014 the Staff Room was relocated to accommodate the growth in staff numbers and a Science Room was developed. In 2018, the school was successful in gaining a grant through the Victorian School Building Authority to begin a Capital Works Project in 2019. Incorporated within the works, is a new Master Plan for the school; the provision of an additional 5 general purpose classrooms; a new Administration centre; new first aid facilities; a new Library and a STEAM Centre. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts, offering an attractive, safe and stimulating learning environment. The school's enrolment was 669 students in 2018. With the implementation of a Neighbourhood Enrolment Zone to restrict student numbers, this has seen a slight decline in enrolments over the past 5 years. 7% of students have a language background other than English where English is not spoken at home.

96% of students achieved at or above the expected Victorian Curriculum level in English and Mathematics and at 91.1% in Science. Year 3 and 5 NAPLAN results indicated that students performed at or above the state mean in most areas tested, and above students in other primary schools based on intake adjusted performance data in both English and Mathematics. A continual focus on developing the capacity of our staff and the capabilities of our students has resulted in improved growth across all year levels.

Patterson Lakes Primary is a progressive school that is committed to the development of its staff and to the improvement of student learning. The school's values of Integrity, Respect and Excellence form the moral purpose of the school and the foundation for ensuring the best environment for all members of our community. The school has a strong culture of high expectations, relationship building, curriculum delivery and extra-curricular programs. Our programs are designed to cater for the needs of students by providing a differentiated curriculum and 'point of learning' focus. This includes a variety of enrichment programs, both within and beyond regular classrooms.

There is a strong partnership between parents and staff, with a high level of parent participation on School Council and committees including: the Family, Friends and Fundraising Association, classroom liaison parents, classroom helpers and in social activities.

The school has committed to 'Be You' (KidsMatter) as a whole-school approach to improving student's mental health and wellbeing. Be You has promoted social and emotional learning, provided support for students who may be experiencing mental health difficulties, and has allowed the school to work more authentically with parents. The school offers strong pastoral care, rich student voice through leadership programs, a vibrant House System, and an InSPIRE vertical grouping model providing students with a stronger connectedness with their peers beyond the classroom.

## **2. School Values, philosophy and vision**

### **School Values**

Integrity, Respect & Excellence

#### **Integrity, this value is shown when:**

- We are trustworthy, fair and honest.
- We make strong choices.
- We own up for our behaviour.
- We tell the truth in a sticky situation.
- We are true to what we believe in.
- We do the right thing, even if it doesn't benefit us.
- We stand up for ourselves and others.

#### **Respect, this value is shown when:**

- We are kind, friendly and helpful to others.
- We look after other people's property.
- We are polite and use good manners.
- We behave in a safe and sensible manner.
- We include others in games and activities.
- We listen to others and speak appropriately to them.
- We accept others for who they are.
- We acknowledge other people's beliefs and differences even if they are different from our own.
- We care for our world, our environment and the people in it.

#### **Excellence, this value is shown when:**

- We think, listen, remember, discuss, study and ask questions
- We have a go and persist in what we do
- We explore and discover new ideas
- We do and make things
- We have adventures with our brains
- We try new things and achieve new skills
- We show understanding
- We have fun and are challenged

### **Philosophy**

#### **Guiding Principles**

- To provide a strong, innovative educational program that personalises learning for every student.
- To embed a culture of continuous improvement focussed on student achievement and school performance.
- To foster an ICT pedagogy in order to acquire the necessary skills and knowledge to become effective global citizens.
- To embrace diversity within our school community where the values of Integrity, Respect and Excellence are upheld.
- To ensure a community where each child is listened to, feels safe and is valued.
- To maintain an effective partnership between staff, students, families and the local community.

#### **Beliefs of Learning and Teaching**

- Students learn best when they feel safe and supported and their needs are reflected in the educational program.
- Students learn best when the educational program is challenging and is tailored to the individual.
- Students learn best when they are educationally, socially and emotionally equipped and prepared for the future.
- Students learn best when the educational program is innovative and correlates naturally with technological implementation.

### **Vision**

At Patterson Lakes Primary School we provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the global community.

### 3. Engagement strategies

Patterson Lakes Primary 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.

The following whole school programs and strategies are being implemented to promote student engagement, high attendance, inclusion and positive behaviours:

#### 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, student surveys [Attitudes to School Survey and PIVOT], parent survey data, student management data and school level assessment data
- teachers at Patterson Lakes 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
- 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
- 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 Junior School Council and other forums including Class Representative meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross-age connections amongst students through the Buddy Program and peer support programs such as InSPIRE
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Be You, Respectful Relationships and the Resilience Project
- opportunities for student inclusion, i.e. clubs, recess and lunchtime activities, buddy programs, peer support programs
- the deployment of early intervention strategies which will enable the early identification of vulnerable students and those at risk of disengagement from school, with particular focus on school attendance. Access to specialised school personnel like psychologists, speech pathologists and social workers.

### PREVENTATIVE PROGRAMS

#### **Restorative Practice**

- All staff use a Restorative Practice approach to assist students to resolve issues and restore relationships.

<b>When things go wrong</b>	<b>When someone has been hurt</b>
<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li></ul>	<ul style="list-style-type: none"><li>• What did you think when you realised what had happened?</li><li>• What impact has this incident had on you and others?</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul>

#### Targeted

- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services

Patterson Lakes 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
- 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 and appropriate external supports, such as council based youth and family services, other allied health professionals

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
- running regular Student Support Group meetings for students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring

#### 4. Identifying students in need of support

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

Our 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, particularly in literacy and numeracy assessments
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness
- engagement with families

#### 5. 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.

##### All Members of Patterson Lakes Primary School community have a right to:-

- Fully participate in an environment where they are valued and treated with respect, regardless of religion, gender, race, ability, class, sex or individual differences.
- Fully participate in an environment free of harassment, bullying (including cyber-bullying), vilification, violence, intimidation, abuse, discrimination, intimidation and exclusion.
- Feel valued, safe and supported in an environment that encourages freedom of thought and expression.

##### All Members of Patterson Lakes Primary School community have a responsibility to:-

- Acknowledge their obligations under the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the Education and Training Reform Act 2006 and communicate these obligations to all members of the school community.
- Participate and contribute to a learning environment that supports the learning of self and others.
- Ensure their actions and views do not impact on the health and wellbeing of members of the school community.
- On 26 November 2015, the Victorian Parliament passed the Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015, which amended the Child Safety and Wellbeing Act 2005 to introduce the Child Safe Standards that would apply to all organisations involved in child related work in Victoria.

##### All students have the right to:-

- Feel safe, secure and happy at school.
- Learn and socialise without interference or intimidation in a safe and secure environment.
- Be treated with respect and fairness as individuals.
- Expect a learning program that meets their individual needs.

##### All staff have the right to:-

- Work in an atmosphere of order and cooperation.
- Use discretion in the application of rules and consequences.
- Receive respect and support from the school community.

##### All parents have the right to:-

- Know that their children are in a safe, happy learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning.
- Expect communication and participation in their child's education and learning.

All students have a responsibility to:-	All staff have a responsibility to:-	All parents have a responsibility to:-
<ul style="list-style-type: none"> <li>• Participate fully in their education program.</li> <li>• Display positive behaviours that demonstrate the school values.</li> <li>• Contribute to a positive learning environment, by listening, working cooperatively, staying on task and contributing in a constructive manner.</li> <li>• Respect the rights of others to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Uphold and promote the school values.</li> <li>• Build positive relationships with students as a basis for engagement and learning.</li> <li>• Use and manage the resources of the school to create stimulating, safe and meaningful learning.</li> <li>• Treat all members of the school community with respect, fairness and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• Uphold and promote the school values.</li> <li>• Build positive relationships with members of the school community.</li> <li>• Adhere to the Respect for School Staff Policy and the school Community Code of Conduct.</li> <li>• Ensure students attend school and have the appropriate learning materials.</li> <li>• Support the school in its efforts to maintain a productive teaching and learning environment.</li> <li>• Treat all members of the school community with respect, fairness and dignity.</li> </ul>

## 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 school's Bullying Prevention Policy.

Students are expected to:

- take responsibility for their learning and have high expectations that they can learn
- take responsibility for their behaviour and its impact on others
- model the school's core values of integrity, respect and excellence

### ACTIONS AND CONSEQUENCES

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.

The school will:

- Employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
- Consistently apply its behaviour management strategies through a shared collegiate understanding and only exclude students in extreme circumstances
- Recognise that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies

- Contact with the Regional Office

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 Learning Leader
- ReThink
- restorative practices
- detentions
- behaviour reviews
- suspension

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour, which may put the health, safety and well-being of other students, staff or themselves at significant risk.

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 all schools and will not be used under any circumstances at our school.

### **Inappropriate Behaviour**

When students do not meet these expectations, a staged response is implemented consistent with logical consequences outlined below. This is to be implemented using the Restorative Practices approach and summarised as follows:-

The restorative approach is used to address student behaviour in various settings and levels to:-

- Re-establish significant relationships
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

### **Logical Consequences**

<b>Appropriate Behaviour</b>	<b>Inappropriate Behaviour</b>
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> <li>• Celebration at assemblies</li> <li>• Act of Kindness Award</li> <li>• Reports</li> <li>• References</li> <li>• Newsletters</li> <li>• Leadership opportunities</li> <li>• Positive feedback</li> <li>• The right to represent the school</li> <li>• Graduation/award nights</li> </ul>	<p>Inappropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> <li>• Discussing appropriate behaviours in the classroom.</li> <li>• Student reflecting on their behaviour and the values they have not followed by thinking and talking about: <ul style="list-style-type: none"> <li>○ <i>What took place?</i></li> <li>○ <i>What thinking was behind the action?</i></li> <li>○ <i>With whom do things need to be put right?</i></li> <li>○ <i>How will things be put right?</i></li> <li>○ <i>What consequence will take place?</i></li> </ul> </li> <li>• Contacting parents (where practicable).</li> <li>• Making changes to the student's learning program to better equip him/her to behave positively.</li> <li>• Implementing Restorative Practices</li> <li>• Restorative Chat: Apology.</li> <li>• Action to make it right agreed to (may include cleaning up or paying for damage to property).</li> <li>• Asking the student to undertake tasks designed to better equip him/her to behave positively in the future.</li> <li>• Counselling</li> <li>• Teaching appropriate behaviours.</li> <li>• Withdrawal of privileges.</li> <li>• Withdrawing student temporarily from class/playground.</li> <li>• Limiting the student play area.</li> <li>• Holding student support group meetings.</li> <li>• Negotiating alternative pathways or settings for students.</li> <li>• ReThink/Detention/Suspension</li> </ul>

## Ongoing Behaviour Issues

Where students exhibit ongoing patterns of behaviour, as part of a staged response, a range of strategies will be used. They may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Explicit teaching of appropriate behaviour
- Monitoring and providing feedback – communication book/diary/email
- Playground Observations
- Modified/restricted playtime areas
- Lunch and recess timetable
- Attendance at lunchtime clubs
- Allowing students a 'Cooling Off' period
- Withdrawal - a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school
- Counselling for individuals in order to modify appropriate behaviour
- Student Support Group meeting involving parents/carers and or relevant Student Support Services Officers/outside agencies to assist with modifying behaviour
- Suspension and Expulsion: For serious disciplinary measures
- A Positive Behaviour Plan (PBP) being put in place

## 7. Engaging with families

Patterson Lakes Primary School values the input of parents and carers into its operations and curriculum offerings and seeks feedback through the Parent Opinion Survey, and from parent representatives on School Council.

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

The school will create successful partnerships with parents, carers and families by:

- ensuring all parents/carers are aware of the school's Student Wellbeing and Engagement Policy and have access to our school policies and procedures, available on our school website
- conducting effective school-to-home and home-to-school communications by maintaining an open, respectful line of communication, supported by our Communicating with School Staff Policy
- providing volunteer opportunities to enable parents/carers and students to contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

## 8. Evaluation

Patterson Lakes Primary School will collect data 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 approaches and identify emerging trends or needs.

Some of the sources of data used include:

- the Attitudes to School Survey data
- Parent survey data
- Staff survey data
- data from case management work with students
- data extracted from software such as Compass or CASES21
- student wellbeing surveys such as the Resilient Youth Survey or PAT Wellbeing Survey

## RELATED POLICIES AND RESOURCES

- School Policy and Advisory Guide:
  - [Inclusive Education](#)
  - [Bullying Prevention](#)
  - [Koorie Education](#)
  - [Teaching Aboriginal and Torres Strait Islander Culture](#)
  - [Safe Schools](#)
  - [Supports and Services](#)
  - [Program for Students with Disabilities](#)
  - [Community Code of Conduct](#)
  - [Respect for School Staff](#)
  - [Communicating with School Staff](#)

**EVALUATION**

Guidelines are updated every 1 - 2 years as per DET recommendations.

**CERTIFICATION**

This policy was ratified at the School Council meeting held at Patterson Lakes Primary School, May 22<sup>nd</sup> 2019.

Signed  School Council President

Signed  Principal