

PATTERSON LAKES PRIMARY SCHOOL



No. 5190

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STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school.

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) 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, 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 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.

SCOPE

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

POLICY

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 13 permanent classrooms, 12 relocatables, and a visual arts room, library, STEAM 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. This was completed in June, 2021 and includes a new Master Plan for the school; the provision of an additional 2 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 536 students in July, 2022. Due to 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.

In 2021, Over 90% of students achieved at or above the expected Victorian Curriculum level in English, Mathematics and 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 in all that we do.

Respect for ourselves, each other and our environment.

Excellence in all our endeavours that lead to high quality performance.

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

To provide a safe and challenging learning environment, empowering students to strive for personal excellence and become lifelong learners.

3. Wellbeing and Engagement strategies

Patterson Lakes 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.

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 and that embraces and celebrates diversity and empowers 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, 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 and School Philosophy 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
- all 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 meetings. Students are also encouraged to speak with their teachers, Principal, Assistant Principal and Student Wellbeing Coordinator 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.
- programs, incursions and excursions developed to address specific needs or behaviour
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

PREVENTATIVE PROGRAMS

Restorative Practice

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

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

<ul style="list-style-type: none"> • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What do you think needs to happen to make things right?
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Targeted

- Koorie 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 – refer to our Child Safety Policy and the Koorie Education Policy for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- we support learning and wellbeing outcomes of students from refugee backgrounds.
- 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. Students will have an Individual Learning Plan and a Student Support Group (SSG), and will be 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 through the [International Student Program](#)

Individual

- Student Support Groups
- Individual Education Plan and Behaviour Support Plan
- Disability Inclusion Profile
- 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 the student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education 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, Headspace, child and 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 Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officer (KESO)
- 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 and

motivation

- attendance, detention and suspension data
- engagement with families
- self referrals or referrals from peers

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

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 and Concerns Policy.

6. Student behavioural expectations and management

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

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

ACTIONS AND CONSEQUENCES

When a student acts in breach of the behaviour standards of our school community, Patterson Lakes Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
- re-think time
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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 Example 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.

Appropriate behaviour will be recognised by:

- Celebration at assemblies
- Act of Kindness Award
- Reports
- References
- Newsletters
- Leadership opportunities
- Positive feedback
- The right to represent the school
- Graduation/award nights

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.

We work hard to 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
- including families in Student Support Groups, and developing individual plans for students

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:

- 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, PAT Wellbeing Survey or PIVOT

9. Communication

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in the school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 and documents 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 Policy
- Bullying Prevention Policy

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	School Council School community via newsletter and Compass to invite feedback
Approved by	Carole Mayes - Principal Mandy O'Toole – School Council President
Next scheduled review date	August 2024