

MAIDEN GULLY PRIMARY SCHOOL



STUDENT ENGAGEMENT & WELFARE POLICY AND PROCEDURES

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STUDENT ENGAGEMENT, WELFARE & MANAGEMENT POLICY

Maiden Gully Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Students, Parents and the Public School System

Maiden Gully Primary School, along with all state schools of Victoria, exists to provide a first-class education for all young people. We have three overriding priorities:

- **Raising educational standards and levels of educational achievement.**
- **Providing a quality education for all.**
- **Providing for the care and safety of all students in our care. This includes taking into account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.**

In achieving these priorities, we seek to provide young people with their primary foundation for life. The quality of this foundation is of the utmost importance to each individual. If a child does not do well at school, the prospects for a fulfilling life as an adult are significantly reduced.

Maiden Gully Primary School's Core Values

At Maiden Gully Primary School we authentically promote and demonstrate the school core values throughout the community and we aim to ensure these ideals are embedded into the fibre of the whole school community.

We value all people and their learning-

Learning & Respect - Respect self and treat others with consideration and understanding, respect another person's point of view, respect the property of others and treat others fairly.

Learning & Responsibility - Be accountable for own actions, do your best, pursue excellence, resolve differences in constructive ways, be honest.

Learning & Teamwork - Work together to achieve goals with respect, meet team deadlines, carryout roles in a responsible way, value differences, contribute in a positive manner, have pride in what you do, give your best, listen to and value the opinions of others.

Learning & Community - Care for yourself and others, be inclusive of others, value differences, contribute to school and wider community, take care of the environment.

Resilience- developing students social and emotional intelligence and building skills in being able to bounce back from disappointment.

At Maiden Gully Primary School we continuously teach and reflect on our core values as common practice. Our core values are embedded through explicit teaching and promotion throughout the school.

We use promotional strategies that include referring back to our core values when discussing inappropriate behaviour and rewarding positive behaviour throughout the school.

Our expectations are that **Students, Parents** and **Teachers** are to abide by our core values and when they do- Maiden Gully Primary School is a happy and safe place.

Our Guidelines

- The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Our Programs

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed
- explicit lessons around healthy and respectful relationships, including sexuality.

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
- Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent & Friends Committee, volunteering and staying up to date with news about what is happening in education via our newsletter.
- The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Curriculum includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student government or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes.
- 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. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the 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 Welfare Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- 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
- providing opportunities to enhance parenting knowledge and skills

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Group's for children in need
- bullying survey of students and school environment

Data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students

The Student Mapping Tool allows our school to easily identify students who have characteristics that are known to increase disengagement at school.

Risk Factors explored by the Student Mapping Tool include:

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- refugee or ESL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- Wellbeing Officers
- mentors – providing support for 'at risk' children

- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- CASEA Program

Date ratified by School Council:






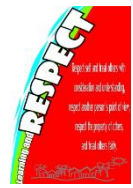


Policy review date: October 2018


Signed by

School Council President

School Principal

Maiden Gully Primary School- Wellbeing Strategies & Programs- 2018

<p>Rights, Resilience & Respectful Relationships- RRRR </p> <ul style="list-style-type: none"> • PD- Bendigo Health • Resources- each room • Online Resources & Links • Commitment 1hour • Assembly- Launch- RRRR 	<p>SENTRAL- 2018 </p> <p><i>SENTRAL is a Whole School Student Management System. Key features to be rolled out in 2017-</i></p> <ul style="list-style-type: none"> • Student Tracking (Behaviour) • Time Out Process • Reporting • Attendance/Rolls • Data Collection • Calendar/Notifications 	<p>Maiden Gully Primary School Values </p> <p>To be reviewed & broken down</p> <p>Respect – Community- Responsibility- Team Work</p>   
<p>Games Factory Program </p> <p>PLAY IS THE WAY is a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language. It is a process that gives primary schools a way to develop, improve and entrench the personal and social capabilities of students.</p>	<p>Key Language/Fortnightly Values</p> <p>Using Wilson McCaskill quotes and other values quotes. Each fortnight we have a focus on a particular value related to a saying/quote and its motto. Example: <i>“Kindness is a boomerang. Use it often, it nearly always returns”.</i> <i>– Wilson McCaskill</i></p>	<p>Restorative Practices</p> <p>Restorative Management is a process that deals with conflict resolution. It’s a way to resolve issues in an organised way that focuses on community and promotes key language & understanding and moves away from various forms of punitive approaches.</p>
<p>Merilyn Tatt- Wellbeing Officer</p> <p>Role in the school is to:</p> <ul style="list-style-type: none"> - Provide Wellbeing Support services as required - Provide support for individual students - Be accessible to parents as required - Be a link person to DET support services - Be a link person to a wide range of outside support agencies 	<p>Relating All Behaviour Back To Our Values- Strategy 101!</p> <p>Relating all behaviour back to our School Values. A great strategy ensuring that students are understanding and using the language of the school values. Example: ‘What value/s did you break?’ ‘We’re you being Responsible for your actions?’ ‘You showed great respect?’</p>	<p>House Points</p> <p>House Points introduced to promote our School Values through role modelling. Points are allocated by teachers to students demonstrating our school values and points are then put up on a classroom board, in the particular house. These are collated and announced at assembly each week.</p>
<p>“Name It”</p> <p>A Whole School Strategy- has impacted on the school in a positive way. Empowers students to stand up for themselves in a smart way. Each classroom has a copy of the poster and this is explicitly taught in class and modelled at assembly.</p>	<p>“Role Of The Bystander”</p> <p>Natural progression from ‘Name It’ introduced the ‘Role of the Bystander’. Everyone has the right to be safe and treated with respect, it’s everyone’s responsibility to speak up and ‘Name’ bullying behaviour. This is explicitly taught in the classroom and modelled at assembly. Each classroom has a poster up on the wall.</p>	<p>3 Parts To Sorry</p> <p>Teaching students the ‘3 Parts To Sorry’ is paramount in embedding ‘Name It’ & ‘Role of the Bystander’. Explicit teaching of ‘Saying Sorry’, ‘Accepting an Apology’ & ‘The Future’ are essential steps in changing inappropriate behaviour.</p>
<p>Circle Time</p> <p>Circle Time- is a classroom strategy that encourages students to speak out and discuss concerns or issues with safety and support in front of the grade. The teacher is able to deal directly with issues with the support of the grade. Staff have been up-skilled on facilitating Circle Time sessions and address concerns.</p>	<p>Strength Cards</p> <p>The Wellbeing Team have purchased a school set of Strength Cards that promote discussion whilst developing student’s language around emotional intelligence. This resource helps drive Circle Time by encouraging students to talk, this also links in with our school focus on promoting oral language/discussion.</p>	<p>Supporting Student Government</p> <p><i>Continuing to support Student Government & provide greater opportunities for students to make a positive contribution to the wider community through active participation, having a visible presence & being an active voice.</i></p>

<p>Student Engagement & Wellbeing Policy</p> <p>Consistent Classroom Management System- Card System that encourages students to self-regulate their behaviour. Each classroom has this displayed & it is policy that each classroom are to use this consistent management procedure. This includes Yard procedures also. This will be under review this year.</p>	<p>Bully Stoppers Program</p> <p>We have been signed up to the Bull Stoppers Program since 2013 and we continually promote this throughout the school. MGPS supports stopping all forms of bullying behaviour utilising a variety of strategies and tools. We continue to use the methodologies and promote the language of the Bully Stoppers Program throughout our school community.</p>	<p>National Day of Action Against Bullying</p> <p>We have continued to participate in NDAAB by getting involved in activities, through promotion at assembly and following the tools and online modules from NDAAB website.</p> <p><i>Bully Stoppers</i> student online interactive learning modules encourage students to discuss and learn about issues relating to cyber-bullying, including bystander behaviour, lying and pretending, self-respect and respect for others and acceptance and difference.</p>
<p>E-Smart Committee</p> <p>The E-Smart Committee is made up of students, parents, teachers and principal. The committee meets once a term to discuss and action key priorities that influence a variety of areas, these include; planning, curriculum, ICT, cyber-safety, bullying, policy, protocols and procedures.</p>	<p>Student Mapping Tool</p> <p>The Student Mapping Tool our main tool for collating student data. We use the data to identify students at risk. We analyse data around attendance, academic ability, VELs, NAPLAN & ODT scores.</p> <p><i>The SMT drives conversation around student learning and supports the process of streamlining students.</i></p>	<p>Newsletter</p> <p>Our values are continually promoted in the newsletter, along with the quote of the fortnight. Parents are able to read about the School Values that students are focusing on over the fortnight. The values are related back to something that is happening in the school. Example: Community-Relay For Life.</p>
<p>Attendance-</p> <p>The classroom teacher has the biggest impact on student absenteeism.</p> <p>Strategies include-</p> <ul style="list-style-type: none"> • Contact- call home – 3 Day Rule • Parent Support Group Meetings • Absence Learning Plans • Encouragement • Selling Tomorrow • Promote Milo & Rosie • Send work home • Notify Principal or AP about concerns • Every Day Counts- DEECD Resource • Student Mapping Tool <p>Unapproved Absences-</p> <ul style="list-style-type: none"> • Absence Notes- Pro-Active • Email/Phone Calls/Verbal/Tiqbiz • eCases – be vigilant 	<p>Selling Tomorrow- MGPS</p> <p>Classroom Strategy- to improve attendance</p> <p>At the end of each day-</p> <ul style="list-style-type: none"> • Sell students something exciting that's- Happening the next day Or an up-coming event <ul style="list-style-type: none"> • Be Passionate • Be Expressive • Be Excited • <p>Motivate students to talk about what they're going to be learning.</p> <p>Make this a habit at the end of each day.</p> <p>The classroom teacher has the biggest impact on student absenteeism.</p>	<p>You Can Do It!</p> <p><i>The YCDI Foundations are an integral part of the school culture. Although current thinking has now focused around our School Values- we believe that The YCDI Program is a great resource that we can still utilise to support the work we're doing around our values.</i></p> <p>Persistence Getting Along Organisation Resilience Confidence</p>
<p>Weekly Awards</p> <p>We have implemented weekly values awards at assembly that are based around our 4 School Values. These have been designed by the students and voted on by the staff. We have focussed on Resilience throughout the last 12 months & give this extra promotion where we can.</p>	<p>Student Online Cases System (SOCS)</p> <p>SOCS is an online application that provides-</p> <ul style="list-style-type: none"> • A tool for managing individual SSS Cases, from request and case preparation to service activity and case closure. 	<p>Identifying At Risk Students-</p> <p>Support Process/ ILIPS, Learning Goals & PSG's.</p> <p>MGPS has a shared understanding of processes that aim to identify and support students at risk.</p>
<p>Walk/Ride To School</p> <ul style="list-style-type: none"> • 1 Per Semester • Links to Community • Student Engagement • Maiden Gully Reserve 	<p>Support Staff- DET</p> <p>Our key DET Support Staff are utilised to support students that may be at risk. Some of the roles that Support Staff play include; assessing students, working 1-1, supporting families & talking to parents, working with teachers & grades & running professional developments.</p> <p>Speech Therapist Social Worker Psychologist</p>	<p>Assembly</p> <ul style="list-style-type: none"> • Weekly promotion • Relating values to school life • Using the language • Using the motto • Changing focus fortnightly

