



SIMPSON PRIMARY SCHOOL
Enriching learning through opportunity

Simpson Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand this policy, please contact Simpson Primary 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) 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.

Simpson 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 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

Simpson Primary School, established in 1972, is located in southwest Victoria about 194 kilometres from Melbourne. The township is located in the centre of the Heytesbury Settlement, one of the most productive dairying areas in Australia. The majority of students live on farms and 80% are bussed to and from school. The school is set in a well maintained site protected by its adjacent school plantation.

We are the little school with a big heart, supporting our students to become active participants in their learning. Every student is valued and nurtured with a focus on growth of the whole child in all aspects of their learning journey. Our students are happy and connected to our school. As they move into secondary schooling they go with passion, skills and strategies to thrive as lifelong learners and contributors to society.

Simpson Primary School is located in the rural community of Simpson. Our 17 hectare site ensures a strong connection to staying active and environmentally aware.

There is a strong sense of community ownership of the school and its services and resources. This helps to promote the home-school partnership. Parents generally take great pride in the school's facilities and its maintenance. The school's buildings have been totally refurbished internally through the Better Schools program to which the School Council also contributed funds. The Early Years Learning Centre promotes the importance of learning and development in the formative years of a child's life through maternal health programs, playgroup and kindergarten.

The school is member of the Great South Coast Network of Schools which provides close links with neighbouring schools and access to a range of services and professional development opportunities.

Classrooms have access to Apple computers, both desktops and laptops, with a ratio of 1:1, i-pads and interactive whiteboards. The STEM makerspace studio is also available for all classes to access.

School Wide Positive Behaviour Program is used to provide a framework for a whole school approach to student wellbeing. Our catch phrase of "At Simpson Primary School we C.A.R.E." is based on Consideration, Aspiration, Respect and Engagement. ***At Simpson Primary School, we will develop a caring school environment that provides an inclusive, respectful learning experience where every individual engages to be the best version of themselves.***

2. School values, philosophy and vision

Simpson Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, commitment and empathy at every opportunity.

The school motto: 'Enriching Learning through Opportunity' should be at the core of all school business.

Our school's vision is we will develop a caring school environment that provides an inclusive, respectful learning experience where every individual engages to be the best version of themselves.

The school values underpin a little school with a big heart:

At Simpson we C.A.R.E. -

Consideration- We show consideration towards each other

Aspirational- We aspire to be the best version of ourselves possible

Respect- We respect ourselves, others and property

Engage- We engage to do our best at all times.

Our Statement of Values is available online at <https://www.simpsonps.vic.edu.au/>

3. Wellbeing and Engagement strategies

Simpson 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Level	Program	Guest Speakers	Whole School Approaches
Prep	Screening program School Nurse Oral language support Transition program with Kinder PMP Sounds Write CYBER education	CFA Mobile Unit Timboon Ambulance Service Simpson CERT Cyber Bullying Police – bike safety Amanda Nash – Timboon Health	Student Wellbeing Programs Transition programs K-P, 6-7 Restorative Practices Junior School Council School Captains/ House leaders Respectful Relationships eSmart SWPBS Health promotion Programs Lunchtime Activities Walk-tober Breakfast Club
Year 1	Oral language support PMP Sounds Write CYBER education		
Year 2	Sounds Write CYBER education		
Year 3	Sounds Write CYBER education		
Year 4	Sounds Write CYBER education Personal Health Education Bike Education		
Year 5	Sounds Write CYBER education Personal Health Education Bike Education		
Year 6	Sounds Write CYBER education Personal Health Education Bike Education		

4. Identifying students in need of support

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

5. Student rights and responsibilities

The basis of our school’s approach to student management is the Rights and Responsibilities Policy. The purpose of this policy is to promote a happy, safe, supportive and stimulating learning environment that meets the needs of the school community. It encourages in students the development of responsible behaviour and self-discipline, through fairness, tolerance and respect for the rights and welfare of others. It is the Principal’s responsibility to ensure that budgets and programs support the agreed responsibilities.

Through consultation the following set of shared expectations have been developed to guide the school community in its efforts to maintain a high standard of student wellbeing and engagement

School Staff and Support staff	Students	Parents/Caregivers
<ul style="list-style-type: none"> • Create an engaging lesson and provide an enjoyable classroom • Make sure every student has an equal opportunity to participate • Ask for student input into the curriculum and class environment • Listen to students and value their contribution (Seek first to understand and than to be understood) • Listen to parents insights into their children's learning (Seek first to understand) • Provide a wide range of resources to engage students • Follow the Staff Code of Conduct 	<ul style="list-style-type: none"> • Have a positive attitude towards school • When you ask for help you receive it • You are encouraged to ask questions • Class is an enjoyable place to be • Attendance at school is regular • You feel supported by your teacher • School is safe place for all students 	<ul style="list-style-type: none"> • Promote a positive attitude towards school and an education • Support your child in preparing for school • Cooperate with requests from the school • Ensure that your child attends school • Attend parent teacher interviews • Support the school curriculum when possible • Take an interest in your child's school work

<ul style="list-style-type: none"> • Be on time • Provide support for students during the school day • Be accessible and available within the confines of working hours • Display a non-judgemental attitude • Trust and confidentiality • Be understanding and caring • Seek a win-win solution 	<ul style="list-style-type: none"> • You have a say in the subjects offered • You can get help when you need it 	<ul style="list-style-type: none"> • Communicate clearly with the school about the needs of your child • Expect the school to engage high quality teaching staff
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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 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 Policy.

6. Student behavioural expectations

At Simpson Primary School positive behaviour will be acknowledged at all times. However, when behaviour is inappropriate the consequences established in the Student Code of Conduct will be followed.

Restorative practices will be used prior to any more punitive consequences. The intention is for students to recognise what harm has been caused by their actions, what needs to be done to repair the harm and to make a commitment to make reparation.

The school uses a "Two-step Approach" in regard to physical aggression, verbal and physical bullying

Level	Incident	Likely Consequence	Engagement /Wellbeing Action Plan
1	<ul style="list-style-type: none"> • Isolated, minor infringements of the rules 	<ul style="list-style-type: none"> • Verbal interaction between a staff member and the student: The aim is for the student to acknowledge that s/he has broken a rule and make a commitment not to do it again. • The interaction may include a reminder or explanation of the rule, discussion of the incident or a reprimand 	<ul style="list-style-type: none"> • Provide quality classroom management professional development • Review the curriculum in terms of levels of student engagement.
2	<ul style="list-style-type: none"> • Minor infringements of the rules on more than one or two occasions • An isolated incident where a consequence is appropriate 	<ul style="list-style-type: none"> • Where possible a logical consequence will be used. • Parents may be contacted if appropriate. • Actions may include: <ul style="list-style-type: none"> ○ Making an apology to the injured party, payment for any damage ○ The student being required to prepare a written explanation of why the behaviour is unacceptable and show it to their parents ○ Complete unfinished work ○ Completing some community service ○ A detention or being confined to a specified part of the yard for a short time 	<ul style="list-style-type: none"> • Provide quality classroom management professional development • Review the curriculum in terms of levels of student engagement. • Record student behaviour on the RISC program

3	<ul style="list-style-type: none"> • Continual minor infringements • An isolated incident of a more serious nature 	<ul style="list-style-type: none"> • Logical consequences which also include an element of punishment. <ul style="list-style-type: none"> ○ Exclusion from activities ○ Required to complete additional work, ○ An attendance or behaviour report ○ Community service ○ Yard restriction ○ Behaviour agreement • Parents may be contacted if appropriate 	<ul style="list-style-type: none"> • Develop a student support group • Develop an Individual learning plan • Seek counselling if required • Involve parents in a program support meeting • Record student behaviour on the RISC program
4	<ul style="list-style-type: none"> • Continual, serious breaches of the rules • An incident of a particularly serious nature 	<ul style="list-style-type: none"> • Parents and Principal class will be involved • Consequences will be specific to each case but are likely to include contracts, restrictions on the student's movement or privileges and may include one or more of the consequences from a prior level • Suspension in line with DEECD guidelines 4.3 may be considered 	<ul style="list-style-type: none"> • Develop a student support group • Develop an Individual learning plan • Seek counselling if required • Involve parents in a program support meeting • Seek support from Regional staff
5	<ul style="list-style-type: none"> • Continual, serious breaches of the rules • An unacceptable behaviour of a very serious nature 	<ul style="list-style-type: none"> • Suspension in line with DEECD guidelines. • Extreme situations may lead to expulsion in line with DEECD guidelines 4.4 	<ul style="list-style-type: none"> • Principal convenes a student support group meeting (including parents) • Enrolment at another school • Regional involvement

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 Simpson Primary 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.

7. Engaging with families

Simpson Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website

- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Simpson Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

REVIEW CYCLE

POLICY REVIEW AND APPROVAL

Policy last reviewed	2021
Consultation	School Council – 22 nd November 2022 School Community – 22/6/2023
Approved by	Principal – Melissa Berry
Next scheduled review date	July 2024