



Student Engagement and Wellbeing Policy

1. School Profile Statement

Patterson Lakes Primary School opened in 1979 and was built within the Patterson River waterways. It is located in Gladesville Boulevard, in the residential corridor between the Frankston Freeway and Port Phillip Bay, 33km SSE of Melbourne.

The school has modern buildings, grounds and facilities that have the flexibility of both open plan and regular style classrooms. During 1997 the school completed a major upgrade and refurbishment project. Features include a visual arts room, library, learning technology centre, administration block and extensive undercover areas. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts. A refurbishment cycle has seen the upgrading of facilities and grounds maintained to a very high level. A new multipurpose facility was completed in 2011. A Performing Arts Centre will be built onto this facility by late 2014.

The school has doubled in size over the past eight years (380 – 750 students). Although 53% of students live in Patterson Lakes, 47% live elsewhere, mostly in neighbouring suburbs. The SFO of the school is 0.495. The school has a Neighbourhood Enrolment Zone which will stabilise enrolments over the long term.

Student Engagement and Welfare is a component of the Annual Implementation Plan in relation to improving the student wellbeing and relationships. The school sets high expectations for student attendance and student engagement. This has resulted in engaging classrooms and a range of enrichment programs throughout the school.

The Student Attitudes to School surveys indicate that students are strongly connected to school. Parents endorse the direction of the school through a very strong general satisfaction rating. Survey data also indicates there is a strong team spirit and that staff enjoy good collegiate support. Staff are supported by leadership and feel that the school has a strong focus on improving the quality of the school's teaching and learning practices.

Student engagement is the basis for effective learning to take place. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy developed using the E5 instructional model, rich assessment tasks, inquiry learning, the thinking curriculum and AUS/VELS.

The school's policies and programs support a learning environment which places the student at the centre of the school, and encompasses a comprehensive curriculum with emphasis placed on literacy, numeracy and wellbeing.

Specialist teachers provide engaging programs in Art, Physical Education, Information and Communication Technology (ICT), LOTE (French, Spanish and Italian) and Music. Supporting programs, which complement the curriculum, include Library, Camping, Enrichment for All, YCDI (You Can Do It), The Act of Kindness, Health Education Program, Swimming, Interschool Sport and a Perceptual Motor Program. The school also offers additional programs to support students with specific learning needs. These programs include Reading Recovery, Reading Support, Bridges, STA (Speech Therapy Assistance) program, LEAP (Literacy Enhancement Activity Program), Athletics, Lexile, Lexia and a successful Teacher Aide program. The school also promotes student leadership and student voice through appointing the Junior School Council, House Captains and School Captains.

2. Preventative School Culture

Patterson Lakes Primary School emphasises that all members of the school community operate in an environment that is safe and supportive, free from physical, emotional, cyber and social harassment, where individual rights are respected. We believe that each student can achieve maximum benefit from his or her school experience when a meaningful, supportive relationship is developed between school, home and the student. A consistent approach is fundamental to creating an environment in which students feel secure.

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.

The school strives to give children the opportunity to extend and develop themselves. We do this by:

- Providing an environment that is stimulating and safe.
- Providing learning opportunities that cater for individual differences.
- Planning so all individuals are challenged.
- Planning so all individuals experience success.
- Working co-operatively so all members of the school community can contribute.

The school wants to empower students so they can take increasing responsibility for their own learning. We believe this is achieved through:

- Assisting children to become highly literate and numerate.
- Developing student skills in learning about how to be effective learners.
- Providing a curriculum that has breadth and depth.
- Providing resources and programs that are relevant to current life experiences.

The school also believes that education is an equal partnership between teachers, parents and students. School members are expected to:

- Respect the rights, property and beliefs of others.
- Encourage and assist all school members to contribute to the school's general wellbeing.
- Be aware of school business through its open and accessible decision making processes.
- Be provided with appropriate information and training that improves their abilities and opportunities to participate in school activity.
- Actively support and promote the school to the broader community.

Preventative Programs

You Can Do It

- The You Can Do It program provides students with a framework of attitudes and habits that assist students to make and maintain positive relationships. The program involves teaching the foundations of Confidence, Getting Along, Resilience, Persistence and Organisation.

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?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

Act of Kindness Award

- A weekly award that focuses on an Act of Kindness. Students are nominated by the parents, teachers, other students or community members.

Circle Time

- Circle Time is a democratic and creative approach used to consider a wide range of issues affecting the whole school community. The strength of circles is that they address values, attitudes and skills within a structured, safe and supportive framework.

Peer Support

- Students in Year 3, 4, 5 and 6 are buddied up with Prep, Year 1 and 2 students for whom they provide peer support.

Junior School Council

- Students from Year 6 nominate and vote for peers to be a representative on Junior School Council. Junior School Council makes recommendations to Council, contributes to decision making and organises activities to raise funds for the broader community. Representatives report to the students and seek input from their peers. This process gives students a voice.

Families as Partners

- Weekly 'Student Wellbeing' page in school newsletter, assisting parents to raise confident and resilient children.
- Parent Forums – focusing on curriculum.
- Annual Science Evening, Family Picnic and Student Led Tours.
- Regular Parent/Teacher and 3-Way meetings.
- Positive memos sent home highlighting positive aspect of student behaviour and learning.
- Individual learning improvement plans for students requiring enrichment or for students at risk in relation to behaviour/learning.
- Individual goal setting in literacy, numeracy and personal goals.
- Classroom Parent Liaison Officer.
- Tiqbiz App, facebook and Parents and Friends Association

Community Links

- Close relationship with the Kingston Council and local business. This includes annual Patta Awards to reflect the school values.
- Involvement of students through community based activities, such as EFA (Enrichment For All) programs
- Regular visits into the community and businesses eg: local supermarkets and invitations to the community to speak to students eg: firefighters.
- Vegetable Garden – environmental work in the community.
- Links with Patterson River Secondary College and Bonbeach Lifesaving Club who host annual events for students.
- Winter Warmer Hampers provided by the Anglican Parish of Longbeach.
- Lunch donations provided by Southern Life.
- Fundraising for local groups and charities.
- The Act of Kindness Community Award presented once per term.
- Woolworths fresh fruit donations.

Whole School Approach

- There is a whole school approach to student wellbeing and management, with all staff taking on a shared responsibility for all students.
- A shared language to behaviour management has been developed.
- Student Support Groups are created when bullying occurs.

Attendance

- Patterson Lakes PS monitors student attendance and puts in place an Individual Learning Improvement Plan (ILIP) when a student is at academic risk due to poor attendance. The 'It's Not Okay To Be Away' approach has been employed within the school; this includes educating parents on the impact of arriving late or poor attendance, on student learning.

Literacy and Numeracy Emphasis

- Additional assistance is provided to students at risk.
- ILIPs are written for all students at risk and students requiring enrichment.

Transitions

- An extensive transition program is in place for children moving from kinder to prep, from Year 6 to year 7
- Teachers meet with local Kindergarten and Secondary School teachers to discuss incoming and outgoing students.
- Teachers meet to discuss students transitioning between year levels.
- Teachers visit student from prior years.

Professional learning is provided as required to support the implementation of the above programs.

Engagement and Wellbeing Goals and Targets

Goals

- To improve transition processes for all students.
- To improve student engagement and foster positive wellbeing.

Actions for school improvement as identified in Annual Implementation Plan

- Embed stronger school ethos throughout the school, in relation to all contributors i.e. staff, students, parents, families, community members.
- Commit to the three school values; Integrity, Respect and Excellence and what it directly looks like in a classroom/school environment.
- Strengthen an authentic house system that lifts the spirit of students and the development of relationships with significant adults, other than teachers.
- Increase student ownership and responsibility in relation to Areas for Improvement throughout the reporting process.
- Increase student leadership possibilities within a wider school perspective, eg. Junior School Council, House Captains, School Captains, House Captains, Radio crew Captains, Waste Warriors, Patto's Got Talent.

3. Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act 1995 (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivery services.

As required by the DEECD, students in Year 5 and 6 give feedback via the Attitudes to School Survey.

Parents are invited to give feedback via formal surveys (Parent Opinion Survey), verbally, via email or through a School Council representative. They are invited to attend forums, which are held as required eg: to comment on policies.

Teachers are invited to give feedback via the Staff Opinion Survey and other various forums.

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 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. 		
All students have the right to:-	All staff have the right to:-	All parents have the right to:-
<ul style="list-style-type: none"> 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. 	<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"> Display the school values. Contribute to a positive learning environment, by listening, working cooperatively, staying on task and contributing in a constructive manner. Respect the rights of others. 	<ul style="list-style-type: none"> Display 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"> Display the school values. Build positive relationships with members of the school community. Adhere to 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.

4. Shared Expectations

Patterson Lakes Primary School has developed shared values and expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community.

School Values

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.

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.

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

Expectations of Staff**Engagement****The Patterson Lakes Primary School Leadership team will:-**

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under the equal opportunity and human rights legislation.
- Collaborate with the Patterson Lakes Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

The Patterson Lakes Primary School staff will:-

- Develop flexible teaching and learning styles to engage all learners.
- Deliver curriculum and assessment that challenges and extends students' learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student involvement in decision making and developing a positive school culture in and outside the classroom.

Attendance**In compliance with Departmental procedures Patterson Lakes Primary School staff will:-**

- Ensure that student attendance is recorded in every class.
- Maintain accurate attendance records in CASES 21.
- Promote regular, 'on time' attendance with all members of the school community.
- Monitor, analyse and follow up on lateness and absences.
- Work collaboratively with parents/carers to develop an agreed Individual Learning Improvement Plan, including attendance goals.
- Implement a support group meeting (with parents/carers), with an attendance focus, when a student's pattern of attendance is of concern.

Behaviour

Patterson Lakes Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering a whole-school response and approach to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Patterson Lakes Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The Patterson Lakes Primary School Leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Patterson Lakes Primary School will:-

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students.
- Teach students social competencies through curriculum content and teaching and learning approaches.
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on behaviour management approaches.
- Involve appropriate specialist expertise where necessary.

Expectations of students**Attendance**

All students are expected to attend school. If students cannot attend, they must provide an explanation from their parents/carers to the school. Students should arrive at school and for each session on time and be ready to learn.

Behaviour, students are expected to:-

- Support each other's learning by behaving with respect.
- Display the school values.
- Have the expectation that they can learn.
- Reflect on and learn from each other's differences.
- Contribute to a productive learning environment.
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- Be aware of the school's approach to student management.

Expectations of Parents/Carers**Engagement****Parents/Caregivers are expected to:-**

- Support the school's efforts to educate young people to live in a diverse society by promoting an understanding and appreciation of diversity in the home.
- Assist the school by providing all relevant information.
- Actively participate in supporting their child's learning by building positive relationships with Patterson Lakes Primary School through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications in a timely manner.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand Patterson Lakes Primary School's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning and engagement both in and out of school.

5. Actions and Consequences

Appropriate Behaviour

Patterson Lakes Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement.

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 following:-

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

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

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.
- Time Out 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 DEECD's Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 will be followed.

EVALUATION

Guidelines are updated annually and/or as per DEECD recommendations.

CERTIFICATION

This policy was adopted at the School Council Meeting held at Patterson Lakes Primary School, August 2013.

Signed.....
School Council President

Signed.....
Principal