



POLICY: Student Wellbeing and Engagement - June 2021

School Council Approval: Consultation Required

Review Cycle – 1-2 Years

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.

Lockington Consolidated School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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7. Engaging with families
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POLICY

1. School profile

Lockington Consolidated School is part of a thriving community in a small rural township situated in North Central Victoria, 35km south west of Echuca. There is a genuine interest and commitment to all children's wellbeing and education. The school provides a supportive environment with dedicated and enthusiastic teachers and support staff.

At Lockington Consolidated School we believe that our students should learn in an environment that:

- Is safe for all children.
- Offers an extensive engaging curriculum for all students.
- Ensures that students become literate and numerate in order to fully function in the future workforce and society.
- Provides the opportunity for students to develop and extend their cultural, artistic and sporting achievements.
- Develop responsible, caring community members.
- Prepare students to become technologically literate global citizens.

The staff at LCS aim to assist each student to develop into happy and healthy community members. Their approach is based on the best contemporary research. They have moved beyond intervention alone to a rich approach to learning and teaching in order to develop socially and culturally capable global citizens.

The wellbeing of children in our care will always be our first priority. We aim to create an environment where children feel safe and are free to enjoy life to the fullest without any concern for their safety, providing them with the best opportunity to flourish as human beings.

Student voice is encouraged and valued at LCS and we live by our 4 school values of **Curiosity**, **Creativity**, **Courage** and **Community**.

2. School values, philosophy and vision

Lockington Consolidated School 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 **Community**, **Curiosity**, **Courage** and **Creativity** at every opportunity.

Our School's vision is to create a passionate and safe learning community that inspires, challenges and supports all students to achieve their personal best, become critical, creative thinkers and make a positive contribution to the community and world in which they live.

Dare to Dream!

Our Statement of Values is available online at <http://www.lockington.vic.edu.au/policies/>

3. Engagement strategies

Lockington Consolidated School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Lockington Consolidated School use a Workshop Model instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Lockington Consolidated School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community

- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Team. Students are also encouraged to speak with their teachers, Year Level Coordinator, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, and music programs.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Classroom teacher and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes the program Respectful Relationships.
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. lunch club activities at lunchtime activities, such as hut building, art, library, Indonesian, Lego club)
- Better Buddies Program (Alannah and Madeline Foundation)

Targeted

- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Targeted students will have tailored wellbeing programs created for them using Secret Agents Society as a framework, these students will spend time every week in a small group with our Wellbeing Leader.

Individual

Lockington Consolidated School implements a range of strategies that support and promote individual engagement. These can include:

- creating Attendance or Behaviour plans that identify triggers and come up with strategies to overcome them
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan as part of a Student Support Group (SSG)
- 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

- Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs such as Navigator

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 Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Further Information can be obtained from the Department's Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator \(12 -17 years of age\)](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Lockington Consolidated School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lockington Consolidated 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, time-in and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student 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.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- the right to learn without interruption
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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.

6. Student behavioural expectations and management

At Lockington Consolidated School we use the School Wide Positive Behaviour Support (SWPBS) Framework to plan and implement practises across the whole school, to improve educational and behaviour outcomes for all students. The SWPBS framework is founded on a positive approach to whole school wellbeing with targeted approaches for students with higher levels of need.

When a student acts in breach of the behaviour standards of our school community, Lockington Consolidated 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.

Students at Lockington Consolidated School will:

- respect, value and learn from the differences of others
- have high expectations of their learning
- attend school each day
- support each other's learning by behaving in a way that is courteous and respectful
- 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
- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner

School Actions and Consequences

School wide positive behaviours aim to promote and maintain a positive culture that encourages creativity, rewards courage, supports curiosity and strengthens the Lockington community.

The SWPBS system that our school has created will ensure that the values of the school are thoroughly entrenched at our school. The rewards and consequences system in place will ensure that students in every classroom will experience a consistent approach to rewards for following the expectations and consequences for choosing not to.

Each of the behaviour statements are encompassed within Lockington Consolidated School’s 4Cs. The 4Cs all have a superhero, called The Captains, designed to represent the expectations to the students.

The 4 Captains are; Captain Courage, Captain Curiosity, Captain Community and Captain Creativity.

To make the expectations clear, signs are posted all over the school, in classrooms, in the playground, at the office, at the canteen and even in the toilets. Each poster shows the Captain stating the expectations within that area.

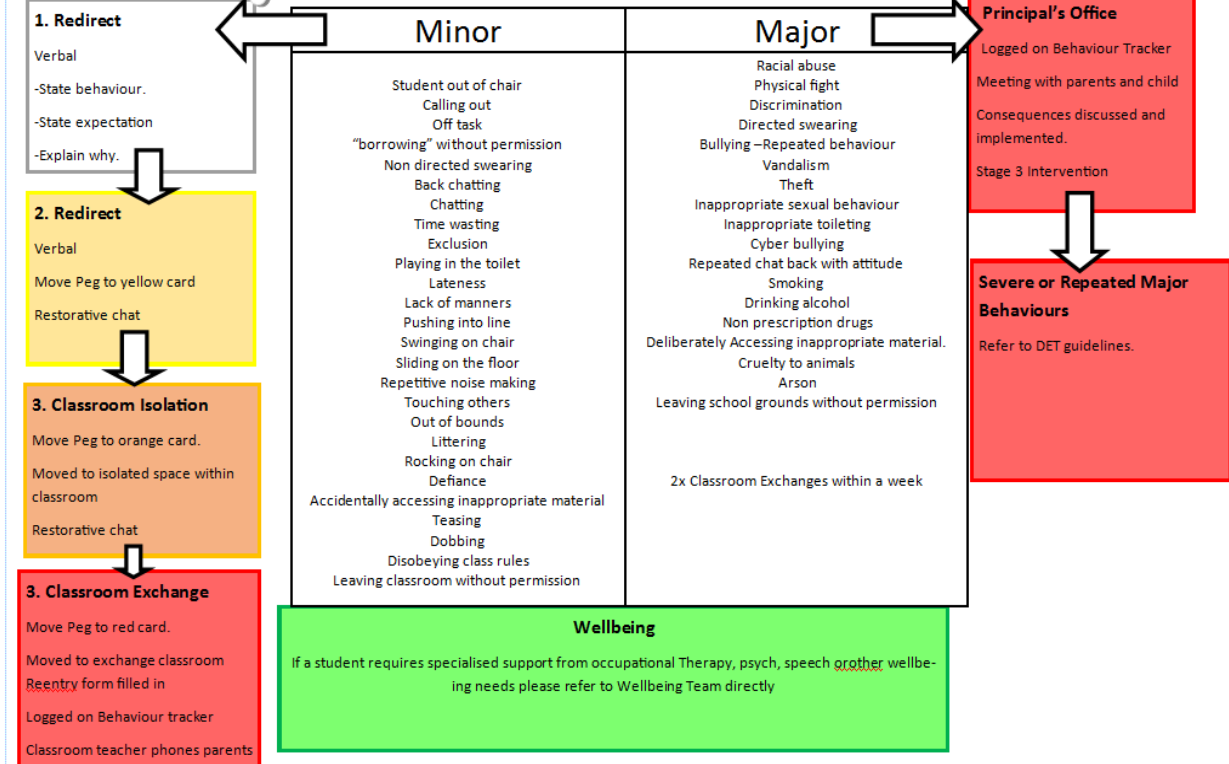
If a student chooses to disregard an expectation , all teachers will follow the same protocols to ensure that all incidents are handled equally.

- All students have a peg assigned to them.
- Every student begins each session with their peg on the green.
- If a student chooses to ignore the expectations or break a class rule, their peg moves to the next colour.

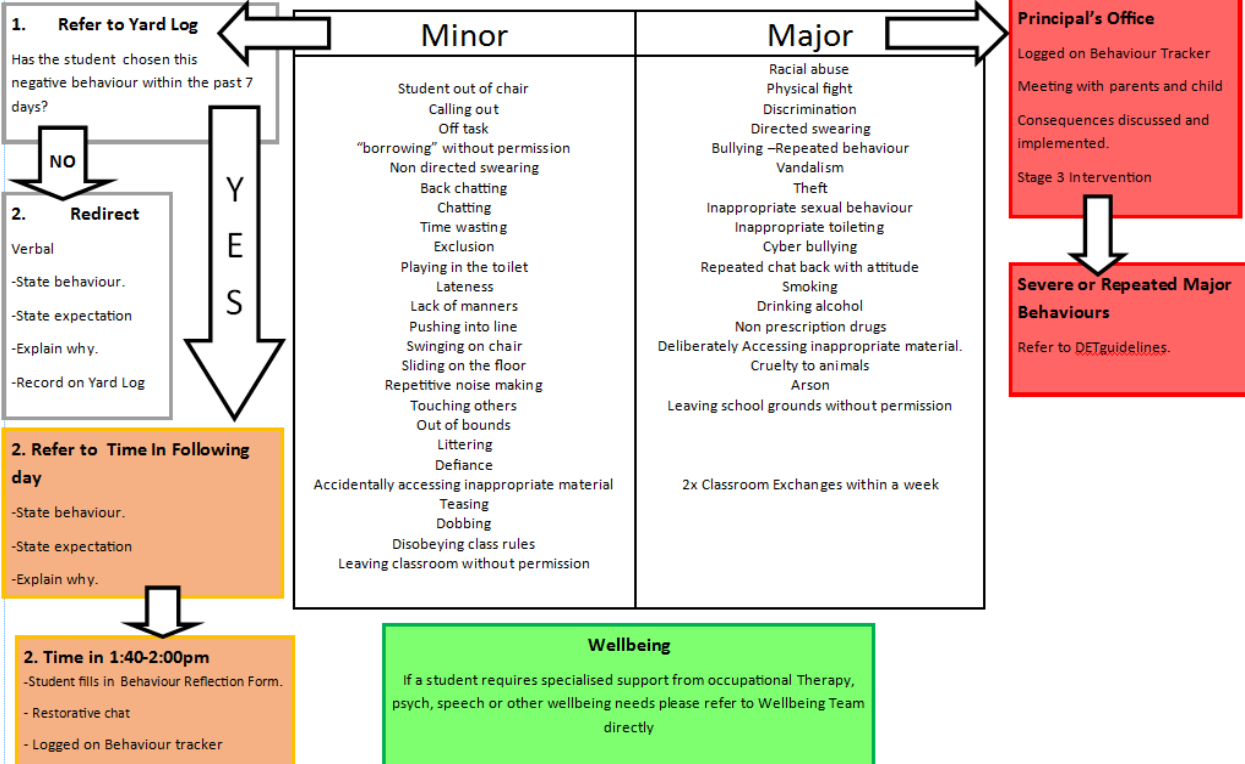
1 st Negative Behaviour	2 nd Negative Behaviour	3 rd Negative Behaviour	4 th Negative Behaviour
<ul style="list-style-type: none">• Verbal Redirection• State behaviour.• State expectation• Explain why.	<ul style="list-style-type: none">• Verbal Redirection• Move Peg to yellow card• Restorative chat	<ul style="list-style-type: none">• Move Peg to orange card.• Moved to isolated space within classroom• Restorative chat• Logged on Behaviour tracker	<ul style="list-style-type: none">• Move Peg to red card.• Moved to exchange classroom• Re-entry form completed



Lockington Consolidated School Behaviour Flowchart



Yard Behaviour Flowchart



Student engagement, regular attendance and appropriate behaviours are supported most effectively at Lockington Consolidated by:

- Establishing fair and negotiated classroom and school expectations through our SWPBS system
- Providing personalised learning programs for all students
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Empowering students by creating opportunities for them to take responsibility and be involved in decision making.

Inappropriate behaviours, including irregular attendance, will be responded to with a prevention and early intervention focus on:

- Our understanding of the student
- Ensuring that there is a clear understanding of attendance expectations
- Scaffolding the student's learning program

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 Lockington Consolidated School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Lockington Consolidated 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

Lockington Consolidated 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, including attendance and absence data
- SOCS

Lockington Consolidated School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

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 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

[*Statement of Values and School Philosophy Policy*](#)

[*Bullying Prevention Policy*](#)

[*Child Safe Standards*](#)

POLICY REVIEW AND APPROVAL

This policy was last updated on June 2021 and is scheduled for review on June 2022/3