



BUXTON PRIMARY SCHOOL

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Student Engagement and Wellbeing Policy

1. Policy Statement:

Buxton 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 Buxton Primary 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. Our 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 an excellent learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

We seek to promote our school values of honesty, respect, perseverance, fun and responsibility throughout the curriculum, in co-curricular activities, and in our daily operations.

Our students are always at the centre of our thinking when we implement school policies, practices and when creating teaching and learning programs. As a school community we work together to provide the opportunities and programs that will support their development as contributing members of our community.

Our mission statement and agreed school values support our students to develop a sense of self-worth, mutual respect for their peers, their teachers and their family, responsibility for their own actions and learning and perseverance when facing challenges.

We value our community and encourage parents, friends and community members to take an active role in our school. We develop relationships with other schools, child care facilities and local businesses to foster an understanding in our students about the importance of community and citizenship.

We actively promote student leadership and encourage our students to lead school events and identify charitable causes that we can support. We encourage our students to have opinions and to share these with the school as a whole

We meet regularly as a whole school to reinforce our school values and celebrate our students' achievements. We believe that each individual student can achieve great progress and we encourage our students to try their best in all they do.

At Buxton Primary School our mission is to provide a positive learning environment that places a high value on lifelong learning, through believing in and supporting students to achieve their full potential in all areas of the curriculum.

2. Guidelines

- 2.1 Our school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing an excellent learning community that provides multiple and diverse opportunities for students to experience success.
- 2.2 Our school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- 2.3 Our 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.
- 2.4 Our 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.
- 2.5 Our school will promote active student participation and provide students with a sense of ownership of their environment.
- 2.6 Our school will support families to engage in their child's learning and build their capacity as active learners.
- 2.7 Our school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- 2.8 Our school will have processes in place to identify and respond to individual students who require additional assistance and support.
- 2.9 Our 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.

3. Program

- 3.1 The curriculum programs our 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
- 3.2 Our 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

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3.2 Our school will implement a whole-school behaviour management plan

3.3 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, volunteering and staying up to date with news about what is happening in education via our newsletter. Parent volunteers will be given training each year about what is expected of them and how they can get the most out of helping students learn.

3.4 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. There are five dimensions to student participation:

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student leadership is a key focus for our school and we will develop programs that promote leadership across the school. Student leaders will be supported by a mentor and given clear guidance as to their role and its responsibilities

3.5 Student participation ranges from students sharing their opinions of problems and potential solutions through the Junior School Council or in focus groups associated with school strategic planning as we prepare for our School review. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment based on the attitudes to school survey and school produced surveys

3.6 The school will support families to engage in their child's learning and build their capacity as active learners. Our School 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

3.7 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

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3.8 The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support.

3.8 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 portal data
- parent survey data
- data from case management work with students

3.9 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
- 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]
- School Focused Youth Service (SFYS)

4. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

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