



BURNSIDE
Primary School
Inspired minds thrive

Student Engagement and Wellbeing

Rationale

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.

Burnside 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 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.

Aim

This policy applies to all school activities, including camps and excursions.

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2. School values, philosophy and vision
3. Engagement strategies
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Implementation

Policy

School profile

Burnside Primary School is 22km West from Melbourne CBD in a rapidly growing suburban area. The school will work in partnership with the community to provide authentic learning opportunities and best academic outcomes for all students.

Burnside Primary School is a brand-new school, built to accommodate 475 primary students. The school truly presents as an innovative, unique and contemporary school. The curriculum, approach to pedagogy and culture that the new school develops will work in harmony with the design of the school buildings.

At the new Burnside Primary School, architectural form and educational ethos align to emphasize creativity, collaboration, innovation, wellbeing and community engagement.

The Learning Communities have been carefully designed to allow for a flexible learning space incorporating a variety of different educational modes to take place in the one building. There are 2 Learning Community buildings which can each house up to 200 students. This P-6 Learning Community incorporates a rich array of educational activities including messy wet areas, quiet reflective areas, withdrawal spaces, some library spaces and small classroom spaces.

Each learning community building houses 8 groups of 25 students with the key focus on flexible spaces. Below is further information regarding the layout of the Learning Community buildings.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

Our core values will underpin all dimensions of our teaching and learning environment, and be supported through the implementation of Positive Education. They are embraced and modelled by staff and students and promoted throughout the school community. They are:

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Excellence

We always striving to be the best versions of ourselves

Growth Mindset

We have the skills, strategies, mindset to overcome challenging situations

Respect

We are respectful of ourselves, others and the environment

Inclusion

We value trusting relationships and learn from and with one another

Engagement strategies

Burnside Primary School is committed to excellence by:

- Recognising and developing intellectual, academic, cultural and sporting excellence.
- Providing inspirational and challenging teaching that is empathetic to the needs of the individual.
- Appreciating its diverse and highly professional staff and their dedication to the expectations of the School.

Burnside Primary School is committed to the development of the individual within the global society by:

- Challenging every student to achieve their full potential, often beyond perceived capabilities.
- Promoting creativity, innovation, teamwork and leadership in its students and staff.
- Supporting humour, inquiry, pragmatism, balance, optimism, resilience and high expectations.
- Developing within students their capacity for self-management and self-determination.
- Honouring the promotion of care for others.

Burnside Primary School is committed to an involved and diverse school community by:

- Providing students, parents and staff with a sense of belonging to a community with clear goals.
- Encouraging and expecting the involvement of all members of the school community.
- Fostering understanding, empathy, cooperation and harmony within a diverse school community.
- Supporting social responsibility in a local, national and international context.

Burnside Primary School's high calibre **Student Wellbeing** team, which consists of speech therapists, occupational therapists, social workers, counsellors, ESO- Integration aides and DET SSSO staff provides support and guidance for our students, staff and families.

Shared Expectation

Burnside Primary School is a Foundation to Year 6 State school aiming to provide an environment conducive to learning and the pursuit of excellence, and in which students develop self-discipline and learn to take responsibility for their own actions. It recognises that, in the pursuit of excellence, all students are individuals entitled to equal opportunity, a positive learning environment and on-going support to enable them to realise their fullest potential – intellectual, personal, physical, creative, social and vocational. Such an environment can be developed when based on the value of mutual respect, shared responsibility and co-operation between staff, students and parents.

Student Expectations and Responsibilities

Students should expect:

1. To maximise their educational opportunities.
2. To learn without interruption or distraction from others.
3. To be given the opportunity to participate in a broad range of School activities.
4. To obtain respect, concern and interest from their teachers.
5. To feel safe from discrimination, harassment or indoctrination.
6. To have suitable facilities in which to learn.
7. To receive on-going communication and feedback about their progress.
8. To receive appropriate assistance and support in resolving school related issues.
9. To be kept informed about School Curriculum, Functions, Policy Development and other school related issues.
10. To be provided with the opportunity for involvement in the decision-making processes of the school.
11. That the school has a commitment to zero tolerance of child abuse.

Students have the responsibility:

1. To attend School regularly and punctually.
2. To respect the rights of others to learn.
3. To respect their peers and teachers regardless of race, religion or gender.
4. To respect the property and equipment of the school and others.
5. To carry out reasonable instructions to the best of their ability.

6. To conduct themselves in a courteous and appropriate manner in school and in public.
7. To keep the school free from litter.
8. To observe the uniform code of the School
9. To be aware of all school correspondence and bring them to their parent's attention.

Teacher Expectations and Responsibilities

Teacher Expectations

1. To be treated with common courtesy by the students.
2. That students will come to class properly prepared and willing to listen to, and carry out reasonable directions from the teacher.
3. To be provided with an appropriate working environment.
4. To have the co-operation and support of colleagues and the School Leadership
5. To have the co-operation and support of parents.
6. To be provided with the opportunity for involvement in the school-based decision-making process.

Teachers have the responsibility:

1. To show care and concern for each individual student.
2. To treat all students with consistency and fairness.
3. To be prepared for class.
4. To be punctual to class and other duties.
5. To provide careful supervision of students.
6. To inform students regularly of their progress and to return set work promptly.
7. To communicate with parents when appropriate.
8. To support and co-operate with one another.
9. To support the current School Policies and Procedures.
10. To dress appropriately and professionally for teaching and learning.
11. To have a commitment to zero tolerance of child abuse.

Parent Expectations and Responsibilities

Parents should expect:

1. That teachers show interest in and concern for the education and welfare of all students.
2. To be consulted and informed of progress and other issues involving their child.
3. To be provided with the opportunity for involvement in the school-based decision-making process.
4. To be kept informed about school-related issues.
5. The school has a commitment to zero tolerance of child abuse.

Parents have the responsibility:

1. To encourage their child's punctual attendance at school.
2. To show an interest in their child's school work, progress and home-study program.
3. To provide a suitable learning environment at home.
4. To encourage an awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities.
5. To read all school circulars.

Identifying Students in Need of Support

Burnside Primary 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. Example 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
- [Amend to include other referral pathways]

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 teaching and learning programs
- feel safe, secure and happy at school
- 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 teaching and learning programs.
- 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.

Student Behavioural Expectations

	Students	Parents/Carers	All Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
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Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values of diversity, achievement, responsibility and endeavour • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school in regards to their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours in curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Burnside Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Burnside Primary School will institute a staged response, consistent with the Department's Student Engagement and

Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Professional Learning Team Leaders relevant to the year level
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

Engaging with Families

Burnside 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.

Evaluation

Burnside 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

[Include links where possible to your related policies including *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards*, etc].

Review Cycle and Evaluation

This policy was last updated on August 2020 and is scheduled for review in [month/year].