



BALWYN PRIMARY SCHOOL

STUDENT ENGAGEMENT AND WELLBEING POLICY

BALWYN PRIMARY SCHOOL- SCHOOL PROFILE STATEMENT

Balwyn Primary School (BPS) is a diverse and multicultural community that aims to encourage students to be independent, resilient and to respect themselves and all global citizens. The number of students fluctuates during the year with students transferring into and out of the area from other Victorian schools, interstate and overseas. The dedicated and professional staff include; classroom teachers and specialist teachers in Reading Recovery, Visual Arts, Mandarin, Music and P.E. They are ably supported by the Office Staff and the Student Support Staff and demonstrate expertise, enthusiasm and commitment to continuous learning.

The school's multi-age class structure, which is based on the belief that learning is developmental, and a focussed teaching approach enable students to grow and achieve as individuals. Students are taught in a multi-age setting and flexible grouping is used to meet student needs. Many students join other classrooms to work at or above their AusVELS Level.

The "You Can Do It" (YCDI) program is embedded as part of our school culture, complementing the Values Education program. The Junior School Council provides leadership opportunities and a forum for student voice with 2 representatives from each class.

Balwyn Primary School is continually evaluating student and school needs, planning future developments and providing the best education for our students.

The school has many visitors from Victoria, interstate and overseas to view the excellent teaching and learning programs.

WHOLE SCHOOL PROACTIVE STATEMENT

Balwyn Primary School aims to create a collaborative, enriching and challenging learning environment that provides opportunities for success in all students.

We have numerous programs in place which support our students to attend school and enjoy their learning such as the 'You Can Do It' program and our school values. The use of Gardner's *Multiple Intelligence* and De Bono's *6 Thinking Hats* enables the children to identify their own particular learning styles and strengths, encouraging and enabling students to achieve their full potential, socially and academically.

Engagement of all students is being achieved through continually evolving team and whole school planning, allowing students to negotiate and take ownership of their learning. 'Big Picture' planning, that is not fact or product based has encouraged students to challenge their thinking and explore their own passions. This allows the students to feel that their interests and ability to take responsibility for their learning is valued by the school community. Creating classroom norms through the You Can Do It Program and Values Education is continuing to create a sense of belonging and security amongst students within the school.

Junior School Councillors have a leadership role in the school community, taking on more responsibility by being involved in decision making, coordinating Student Wellbeing initiatives such as the Friendship Bench. Junior School Councillors regularly meet as a whole and in sub-committees focusing on Sustainability, Values and Fundraising. Students at Balwyn Primary School are provided with an engaging curriculum that includes Interschool Sport, Musicals, ICT, Camps and an Integrated Curriculum. This allows the students to take greater ownership of their learning, by increasing their choices and enhancing their engagement.

RIGHTS AND RESPONSIBILITIES

Every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Our students, their parents/guardians and our staff will treat each other with dignity and respect at all times. All members of our school community have the right to feel safe and welcomed in our school. Students are given a student code of conduct booklet at the commencement of each year that is taken home and signed by parents, strengthening the home school relationship.

SHARED EXPECTATIONS

Expectations of students

- Positive participation
- Ask for help when needed
- Positive attitude towards schooling
- Treat others with respect and dignity
- Value school resources
- Regularly and punctually attend school
- Support each other
- Students will be familiar with, and have an understanding of the BPS Code of Conduct.

Expectations of teachers

- Create engaging and developmentally appropriate lessons
- Provide stimulating classrooms
- Make sure everyone has an equal opportunity to participate
- Ask for student input
- Listen to parent insight regarding their child's learning
- Provide a wide and varied range of resources

Expectations of Principal Class Officers (PCO) in regards to student wellbeing and engagement

- Provide leadership to staff and students
- Ensure all staff understand expectations
- Implement differentiated curriculum
- Encourage parental participation
- Provide appropriate Professional Development.

Expectations of student wellbeing support staff

- Support of students during the school day
- Accessibility and availability to staff and students
- Trust and confidentiality
- Understanding of different needs.

Expectations of carers/parents

- Support for their children attending the school
- Support for the teachers at the school
- Cooperate with requests from the school
- Promote positive educational outcomes for their children
- Ensure their children are attending school
- Communicate clearly and openly with the school about the needs of their children
- Parents and Carers will be familiar with, and have an understanding of the BPS Code of Conduct.
- Parents assisting in class rooms, school activities and excursions are to have completed a Parent Helpers Course and hold a current a Working With Children Check.

SCHOOLS ACTIONS AND CONSEQUENCES

When shared expectations are not met, students will:

1. Be reminded of our values and how to treat others
2. Discuss and reflect on what actions should have been taken
3. Apologise either verbally or in writing
4. Accompany the yard duty teacher during recess or lunchtime (Community Service)
5. Be isolated in an area of the playground / miss some playtime or lunchtime
6. Parents/guardians will be contacted (if required)

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.](#)

When shared expectations are met students will –

- Be given extra responsibility around the school
- Receive a Balwyn Achiever/Values Keeper
- Receive positive recognition.

PROTOCOLS FOR STUDENT REFERRAL PROCESS

Early intervention of issues/problems is critical for the student's welfare and that of parents/staff and potentially other students.

A proportion of referrals are based on access to counselling in the form of parenting skills. Some are longer term formal assessment processes:

- Class teacher determines students' needs/issues (parent interview, contact, initial discussion re concerns)
- Class teacher discusses concerns with level leader and welfare coordinator /Assistant Principal (AP)
- Following discussion/consultation with the appropriate School Support Services Officer (SSSO) during liaison meeting, the AP provides relevant referral permission and privacy forms to the class teacher and parent
- Assistant Principal/Welfare coordinator submits relevant SSSO application referral forms to regional leader
- Any necessary initial referral discussion is completed by the SSSO with teacher and parents.
- Assessments, observations by SSSO completed if deemed necessary
- Completed reports forwarded back to AP and class teacher for reading
- AP, class teacher and SSSO discuss results and make determinations via
 - Parent meetings
 - Individual learning plans
 - Curriculum modifications
 - Whole school awareness
- Parent meeting appointments are set by relevant SSSO in consultation with AP
- Appointment attended by SSSO, AP, and class teacher chaired by AP

This policy will be reviewed in accordance with the Whole School Management Plan.

Additional References

Balwyn Primary School - Student Code of Conduct Policy and Booklet

Student Engagement Policy

Behavioural Management policy and procedures

Bullying (Anti-Bullying) and Harassment Policy

Approved by School Council: March 2014
Review Date: March 2018