



MACEDON PRIMARY SCHOOL

STUDENT WELFARE POLICY & PROCEDURES

1. POLICY STATEMENT

Macedon 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 community 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 this 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. This 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 a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

2. GUIDELINES

- 2.1 The school will focus on establishing positive and respectful relationships, particularly between teachers, students and parents and establishing a learning community that provides multiple and diverse opportunities for students to experience success through the promotion of the school values – Respect, Responsibility, Integrity, Creativity and Teamwork. The school also promotes a sense of belonging, acknowledges and celebrates student diversity including gender identity.
- 2.2 The school staff will collaboratively develop and implement a fair and respectful whole-school behaviour management approach considering feedback from the parent community.
- 2.3 The school's curriculum will include a social and emotional learning program to enable students to acquire knowledge and skills, value diversity and build a sense of belonging consistent with the KidsMatter Framework (components 1 and 2-See Appendix A)
- 2.4 The 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 consistent with the KidsMatter Framework (component 3-See Appendix A).
- 2.5 The school will have processes in place to identify and respond to individual students who require additional assistance and support consistent with the KidsMatter Framework (component 4-See Appendix A)
- 2.6 The school will build strong links with DET support staff, government other local community agencies to gain access to an extended network, professionals and educators who can provide expertise and to respond to the additional needs of the students consistent with the KidsMatter Framework (component 4).

Approved by School Council 11-8-15

3. PROGRAM IMPLEMENTATION

- 3.1** The curriculum programs of the school 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** The 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 with a particular focus on a Social and Emotional Learning (SEL) program delivered weekly to all grades consistent with the KidsMatter Framework (component 2).

To improve educational outcomes for students with disabilities and special needs, the following key strategies are in place:

- providing parents/carers with an Individual Learning Plan (ILP) that best suits their child's needs
 - involving parents and students (when appropriate) 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
- 3.3** Our school will implement a whole-school behaviour management approach to support positive behaviours that is based on the school values, clear expectations, consequences for actions, incentives and positive peer relationships. The whole school approach specifically addresses inappropriate behaviours including aggression and violence, meanness and bullying, discrimination, racism and gender transphobia.
- 3.4** 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, the Parent and Friends Association, volunteering in classrooms and extra curricular programs, and staying up to date with news about what is happening in education via our newsletter.
- 3.5** The strategies to promote the school's values will be whole-school in focus and include close links with the curriculum including National Curriculum, the Victorian Essential Learning Standards (AusVELS) and the Macedon Primary SEL program (KidsMatter component 2).
- 3.6** Student voice/student participation is about valuing people and valuing the learning that results when we engage the multiple voices in the school. It focuses on realising the leadership potential inherent within all learners.

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation takes the form of informal grade discussions, grade meetings and formal student council meetings where students share their opinions of problems and potential solutions to authentic school issues.

- 3.7** The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will promote a sense of belonging and

inclusiveness for all families by implementing initiatives and strategies consistent with the KidsMatter Framework (component 1- A Positive 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
- ensuring 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 government departments, outside agencies and the wider community for families to provide additional information and support

3.8 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 at the principal's discretion
- providing a staged response for students and families at risk at the principal's discretion

3.9 The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan if required
- protocols for mandatory reporting
- Student Support Groups for children with identified disabilities and special needs
- School Management Plans supporting transgender children attending the school
- Out of Home Care Plans for children in foster care

3.10 Longitudinal 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:

- School Level data including Attitudes to School Surveys and Parent Opinion Surveys
- data from case management work with students
- teacher notes recorded in the student tracker section of the Student Performance Analyser (SPA).

3.11 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 educational assessment
- Department of Human Services case managers and support workers

- social workers and youth agencies to provide services such as counselling, social skills and anger management programs
- local Student Support Groups (SSGs)
- relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)
- Safe Schools Coalition

4. EVALUATION

This policy will be reviewed bi-annually or earlier if there are changes in government regulations or DET policies

Appendix A- *Macedon Primary - A KidsMatter school!*

KidsMatter Primary is an initiative that aims to contribute to improving student mental health and wellbeing. It was developed in collaboration with *beyondblue*, the Australian Psychological Society and the Principals Australia Institute.

Schools take action across four areas, known as ‘components’. Research has identified that these are the areas where schools can make a difference in supporting their students’ mental health and wellbeing. These make up the core content of KidsMatter Primary –

- Positive school community where ‘every face has a place’
 - *positive school communities create opportunities for families, children and staff to feel that they belong and that their contributions are valued.*
- Social and emotional learning (SEL) ‘knowing me, knowing you and getting along too’
 - *learning how to manage feelings and get on with others is an important part of children’s development. This is achieved through a whole school SEL curriculum program with weekly explicit lessons on school values, social competencies and bullying.*
- Working with parents and carers with ‘school and families working together’
 - *receiving advice and practical support makes parenting easier and helps to sustain your own wellbeing. This will benefit your child too!*
- Helping children with mental health difficulties where ‘getting help is cool in a KidsMatter school’
 - *it can make a significant difference when children and families are able to access mental health intervention early.*
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The way that KidsMatter works varies from school to school. KidsMatter is not a program that schools work through from beginning to end. It’s more about developing a positive school community and culture, where support for children’s mental health is promoted, and everyone is involved in proactive initiatives to ensure the KidsMatter philosophy is embedded into daily actions and attitudes across the school.

The KidsMatter Framework

