



Lake Boga Educational Hub

'Be the best that we can be'



Principal: Joe Summerhayes

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lakeboga.vic.gov.au

Wellbeing, Engagement & Inclusion

POLICY

Rationale:

Lake Boga Primary School acknowledges that learning occurs within a social context in a safe, inclusive, engaging, personalised and caring environment. Student engagement, wellbeing and inclusion are school priorities and everyone's responsibility; this acknowledges a team approach where all voices are valued and sought. Programs and strategies are implemented to promote student engagement, inclusion, high attendance and positive behaviours.

Aims:

To relate to and be consistent with the Effective Schools are Engaging Schools: Student Engagement Policy Guidelines, aiming to:

- Build a school environment based on positive behaviours and values.
- Encourage educational achievement and excellence, prevention of absences and inappropriate behaviour.
- Promote that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.
- Acknowledge that everyone deserves to be treated with respect and dignity.

Implementation:



Lake Boga Primary School will Promote Wellbeing, Engagement and Inclusion in the following ways:

- Wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy and our restorative approach to wellbeing and behaviour support.
- The Kids Matter framework is used to develop a positive, inclusive school culture.
- Social and Emotional learning is explicitly taught through the elements of our Wellbeing Program referenced above. Examples include a structured Bounce Back Program with whole school focuses and awards presented to students that demonstrate positive and inclusive behaviours.
- School Values of Respect, High Expectations and Collaboration are taught, regularly referred to and reported on through the semester reporting process.
- Classroom rules are created collaboratively with student groups and the teacher. They are written in a positive way, owned by all, fair and certain and make expected behaviour and the consequences clear in advance.
- There is a focus on all members of the school community belonging and being valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.
- Programs that support the wellbeing of parents and families will be available. Examples include the employment of a Chaplain, a Kidsmatter team who organise 'Cuppa and chat' sessions and parents to support with Breakfast Club.
- Student individuality, differences and diversity is valued and encouraged so that all students feel included in our school community.
- A culture of positive reinforcement, restorative practice and encouragement permeates all facets of our educational environment.
- As per The Education Training and Reform ACT (2006) Lake Boga Primary School prevents Corporal Punishment in any form.
- Attendance is entered and monitored daily through Sentral Learning Management System and reported to department of Education and Training (DET) through Cases21. Classroom teachers follow up with parents when a student has an unexplained absence of greater than one day. Further concerns are referred to Principal for follow up.
- The curriculum is broad, provides for the needs of individual students, and is developed to cater for multiple intelligences, special needs and talents.
- A Primary Welfare Officer role exists as part of a Wellbeing team. The role has access to the Department of Education Training regional and network staff with wellbeing and/or welfare expertise as required. Role responsibilities include coordinating and implementing wellbeing and support programs across the school and supporting families.
- An active Junior School Council forms part of the school's decision-making team.

Students with Disabilities:

- Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Students with disabilities have their learning needs accommodated in a variety of ways so that they can participate as fully as possible in all aspects of school learning and life.
- An Individual Learning Plan (ILP) is required for all students on the Program for Students with Disabilities (PSD) or with significant additional learning and/or behavioural needs. The plan describes a set of goals and strategies to meet learning goals for the student. Short and long term goals are developed once the home group teacher has gathered together all information about a student. This information includes the student's strengths, skills, motivations and areas for improvement.
- Staff are familiar with The Disability Discrimination Act and Disability Standards for Education is referred to in order to support students with a disability. Where appropriate, consultation with Department of Education (DET) Student Support Services (SSS) staff will be sought to support students with a disability.
- Australian Early Development Census (AEDC) data is gathered every three years to determine the percentage of children developmentally vulnerable.
- Nationally Consistent Collection of Data on School Students occurs annually to determine the level of adjustments required to support students with disabilities.

Evaluation:

This policy will be reviewed as part of the school's three year review cycle

This Wellbeing, Engagement and Inclusion Policy replaces existing Wellbeing and Wellbeing and Engagement Policies.

This policy was last ratified by School Council in....

September 2017