STUDENT WELLBEING AND ENGAGEMENT POLICY

POLICY DETAILS

Policy Title	STUDENT WELLBEING AND ENGAGEMENT POLICY
Creation Date	24th June 2020
Review Date	June 2022
Ratified	Not applicable

PURPOSE

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.

Harcourt Valley 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.

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Harcourt Valley Primary School, serves the semi-rural community of Harcourt which has an expanding population and is situated between Castlemaine and Bendigo, just off the Calder Freeway. Harcourt Valley Primary School came into being after the 1994 amalgamation of Harcourt Primary School and Harcourt North Primary School. In 1995 the school moved from its Barker Street site to

the current Wilkinson Street site, into a group of Mod-5 & Mod-2 portable buildings.

Finally in 2009, thanks to funding through the Rural Replacement Program, staff and students moved into a new school building which was further enhanced by the construction of a new multipurpose stadium during 2011.

2. School values, philosophy and vision
Our Statement of Values is available online at: www.hvps.vic.edu.au/page/195/School-Policies

Harcourt Valley Primary School's Statement of Values and School Philosophy, which includes Government School's vision, mission, values and objectives:

Vision & Mission Statement:
At Harcourt Valley Primary School, we are learning to be responsible and engaged citizens of the 21st century. This means we are:

- Active learners
- Effectively literate and numerate
- Developing emotionally and socially
- Managing our own wellbeing
- Creative and independent thinkers
- Environmental guardians
- Technologically competent and responsible
- Contributing to and involved in the community
- Inclusive of everyone

Our aim at Harcourt Valley Primary School is to provide our children with a safe environment where their rights, feelings and property are respected. Cooperation, courtesy and consideration of others are of prime importance.

Our School Values are Integrity, Resilience, Responsibility and Respect:
Integrity – Doing the right thing, even when no one is looking
Resilience – Bouncing back when things go wrong
Responsibility – Taking ownership of your attitude and actions to be the best person you can be
Respect – Thinking and acting in a positive way about yourself, others and the environment

Our School Objective:
•   The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
•   The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
•   The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
•   The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.

Enactment of school philosophy:
In all documents, in all practice by students and teachers. In working with the School Council and Community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

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In all work in the school, the question "Is this work or process in line with the school vision, values and beliefs?" This question will be a fundamental part of the practice of all at Harcourt Valley Primary School.

3. Engagement strategies

The community of Harcourt Valley Primary School works towards achieving its purpose by planning and implementing programs and administrative policies that support and enhance the individual and the group.   Harcourt Valley Primary School take into account the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.
We believe:
- All students have the ability to learn.
- All children are treated as individuals and encouraged to develop to their full potential intellectually, socially, emotionally and physically
- All children are supported in the development of self-esteem, to become confident, self-motivated learners aspiring towards a high level of achievement in all areas of the curriculum
- All children are encouraged to support each other and respect all those who operate within their school, and to value the contributions of parents, teachers, peers and the community.

In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school rules are developed. These are supported by a set of consequences. The rules are developed during the "Building Our Learning Community" program at the beginning of each year and are displayed in each classroom.

By increasing each child's self-esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student wellbeing at Harcourt Valley Primary School aims to provide and nurture student development academically, socially, emotionally, physically and creatively.

A Restorative Practice approach is used in the first instance for student management issues.

A Restorative Approach
- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all concerned
- Develops empathy
-
In the event that a student needs to be dealt with differently, then the staged response leading to withdrawal, suspension or expulsion will be followed.

To support the happiness and safety of our school community, staff and students at Harcourt Valley Primary School uphold the following pledge.

HARCOURT VALLEY PRIMARY SCHOOL PLEDGE

**As a citizen of Harcourt Valley Primary School
I am considerate of others,
I am responsible for my own actions,
I will respect my environment,
Take pride in my work –
And have fun while I learn.**

ENGAGEMENT AND WELLBEING GOALS

- Encourage students to be responsible for the outcome of their actions and accept the consequences of their behaviour
- Promote respect, caring and positive relationships between all individuals and groups within the school community.
- Build a sense of belonging that promotes wellbeing and an awareness of student's rights and responsibilities.
- Provide an environment to strengthen each student's ability to cope, build resilience and enhance their connectedness to school.
- Provide support services and programs for students at risk, where necessary

PRINCIPLES FOR HEALTH AND WELLBEING

The Principles are a reminder of good practice when working with children and young people and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

Principle 1 – Maximise access and inclusion

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-informed and reflective practice

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 –Holistic approach

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

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Principle 5 – Person-centred and family sensitive practice

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

Principle 7 – Cultural competence

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to excellence

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

Principle 9 – Strengths Based Approach to Wellbeing

PROGRAMS IMPLEMENTED TO PROMOTE STUDENT ENGAGEMENT, WELLBEING, HIGH ATTENDANCE AND POSITIVE BEHAVIOURS

Across whole school	Class level	Community/ Parent linked
Whole school welfare	Camping program	Applefest
Cool to be at School program	Swimming program	Vegetable garden
Early Bird Awards	Pre school to School transition	Mother's day breakfast
SEL program	Year 6-7 transition	Father's day breakfast
Assembly Awards	Netbook program Grade 3-6	CWA Reading helpers Parent Reading Helpers
Student of the Week Awards	Preparation for Puberty	Community support programs
Choir	First Aid	Casserole tea
Sunsmart program	Intervention programs	Family care packages
Fruity Friday	Buddies	Focus groups
Program for Students with a Disability	Young Leaders Day	Special events
Student tracking	Staff/ student mentoring program	Parent teacher interviews
Whole school activities and special events	Specialist sporting programs	Parent information sessions
Book Week	Flexible learning spaces conducive to learning	Landcare
Inter school sport	Respectful Relationships	Student lead conferences
Applefest	School Wide Positive Behaviour	Lawn bowls program
Arts performances		Community use of the stadium
Excursions		Ulambara
School concert		Working bees
Weekly assembly		Links with the preschool
Graduation		Education Week

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Bike Ed – Grade 3-6, Scooter Ed – Grade Prep – 2		Choir excursions to sing at the hospital, aged care facilities and community groups
Peer Support		Literacy and Numeracy Week
Buddies		Buda Great Veggie competition
ICT rich environment		School Wide Positive Behaviour
Differentiated curriculum		
Individual learning plans		
Student Support Services		
Restorative practices		
Asthma Awareness		
House System		
Sustainability group		
Cooking program		
Breakfast program		
School Wide Positive Behaviour		

SCHOOL ACTIONS AND CONSEQUENCES

The implementation of preventative and early intervention measures are part of the school's staged response to creating a positive school culture and managing challenging behaviours in students

The strategies of Restorative Practice will be used in the first instance for all student management issues.

A Restorative Approach:

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all
- Develops empathy

However in the circumstance where this is not an effective approach, the following outlines the school's actions. In all circumstances, any form of corporal punishment is prohibited.

STAGED RESPONSE

Stage 1: Prevention and Early Intervention

Suggested Strategies	School Actions
Recognise appropriate behaviour	- Find out what the student is good at - Provide opportunities for each student to demonstrate their strengths - Celebrate successes at assembly - Highlight positive events on the school's communication medium

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	• Provide leadership opportunities • Give positive feedback • Give the student the right to represent the school • Send a special report to parents • Conduct awards events
Establish consistent school wide processes to identify students at risk of disengagement from learning	• Liaise with pre schools, other primary schools and secondary colleges when implementing transition programs • Implement whole school approaches such as Restorative Practices, values education and Social and Emotional Learning programs • Meet regularly as a wellbeing group • Use the Student Attitudes to School Survey to inform planning • Contact other schools for details of students who have transferred
Establish consistent school wide processes and programs for early intervention	• Ensure that students undertake effective transition programs • Utilise the expertise of the wellbeing group • Utilise opportunities to refer students to school support services if appropriate • Conduct testing and determine funding levels for Program for Students with a Disability (PSD) • Refer students for diagnostic assessments • Utilise programs offered by and make appropriate referrals to Community Support Agencies
Establish an understanding of the life circumstances of the child	• Review previous files/records • Discuss with parent • Nominate an explicitly identified adult to get to know the student • Have teachers develop a positive relationship with all students and parents based on mutual respect • Talk to the students and refer them to the school values and shared expectations • Discuss appropriate behaviours for the classroom, at assembly, specialist classes, excursions, camps and other activities.

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When inappropriate behaviour occurs the outlined stages of consequences are followed.

CONSEQUENCES OF MISCONDUCT

Step 1   A reminder and explanation is given to the child that the behaviour is unacceptable.

Step 2   If the behaviour continues, a verbal warning is given to the student and is recorded on the whiteboard.

Step 3   Time Out- student is given "time out" from the playground or classroom and will spend time in another classroom or another appropriate place.
Parents may be notified

Step 4   Report of Misconduct
After the Principal has been informed of serious conduct breaches, a Report of Misconduct will be sent home to inform parents of the student's breach of the Code of Conduct.

Step 5   Discipline meeting for student support
A meeting is held with parents to discuss the student's behaviour and strategies which will assist the child.
Recommendations may be made for the student to be referred to the appropriate student services

Step 6   Withdrawal or detention
Students may be withdrawn from major events such as camps and excursions due to inappropriate behaviour or a 30 minute after school detention may be imposed. Parents will be informed as per DET guidelines

Step 7   Exclusion – Suspension and Expulsion

Processes involved in suspension and expulsions are serious disciplinary measures and will follow DET guidelines in consultation between students, parents, Principal and staff members concerned as outlined in the Student Engagement Guidelines.

Corporal Punishment is not permitted in the school

Harcourt Valley Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive*
- *welcoming all parents/carers and being responsive to them as partners in learning*

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- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Harcourt Valley Primary School use the Workshop instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Harcourt Valley Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, mentors and Principal whenever they have any questions or concerns*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *we are proud to have an 'open door' policy where students and staff are partners in learning. All students are most welcome to self- refer to their teacher, mentor and principal and discuss a particular issue or feel as though they may need support of any kind.*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Bully Stoppers*
  - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. mindfulness)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

Targeted

- *all Grade 6 students have a mentor, who monitor the health and wellbeing of students and act as a point of contact for students who may need additional support*
- *all Koorie students and students in Out of Home Care have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *all staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

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Individual

- *Student Support Groups, see:*
  http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Navigator*
- *Lookout*

Harcourt Valley Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
  - *school-based wellbeing supports*
  - *Student Support Services*
  - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
  - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *and with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Harcourt Valley Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Harcourt Valley Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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- *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*

5. Student rights and responsibilities

RIGHTS AND RESPONSIBILITIES

Guiding Principles
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.

Bullying and Harassment
It is important for the school to provide a safe and friendly environment free from bullying and harassment for students and staff and to encourage care, courtesy and respect for others.
All members of the school community have an obligation to report instances of bullying and harassment.
All complaints will be taken seriously and confidentially.

Definitions
Bullying: is when someone uses power to hurt, scare or intimidate others. It can be done by an individual or a group, and can be carried out physically, emotionally or verbally, regularly and over time. People may bully because they feel bad about themselves or to gain popularity, sometimes even for pleasure.

Examples of bullying include –
- *Physical*   Pushing, shoving, fighting, hitting, pinching and any other unwelcome physical contact.
- *Verbal*   Teasing, taunting, threats, put downs, degrading, racial and religious comments, and comments relating to disabilities and gender.
- *Gesture*   Non-verbal signals
- *Exclusion*   Being left out of activities on purpose
- *Cyber Bullying*   Teasing, taunting, threats, put downs, degrading, racial and religious comments, and comments relating to disabilities and gender using any digital media.

Harassment: is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

So that everyone in our school community can work and play together in a happy, friendly and productive environment there are certain rights and responsibilities we all need to follow.

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Rights		
Students	**Staff**	**Parents/ Carers**
Students have the right to: • Be treated and spoken to fairly and with respect • Play and learn happily without interference from others • Be accepted and valued as an individual • Have equal access to school facilities and equipment • Be provided with a positive and safe learning environment in which academic, social and physical potential can be fully developed	Staff members have the right to: • Be treated with respect • Be able to perform their duties without harmful or disruptive influences • Work in a safe, pleasant and harmonious environment • Be supported by families in the education of their children • Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Parents and Carers have the right to: • Be treated with respect • Be attended to professionally and effectively • Work in partnership with the school to support their child's education • Be informed about their child's education • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Responsibilities		
Students	**Staff**	**Parents/ Carers**
Students responsibilities are to: • Allow others to learn and play without interference • Treat others with respect • Act so no harm comes to themselves or to others • Accept others as individuals with differing backgrounds, personalities and values • Participate to the best of their ability in all school activities • Be careful in the use of facilities and equipment • Observe school rules • Respect and care for the school buildings and grounds	Staff responsibilities are to: • Maintain and contribute to a climate where all students have the opportunity to learn and play happily in a positive environment • Provide opportunities for all students to experience personal success • Develop positive values in students • Treat all students fairly and with respect • Communicate regularly with parents about their child's education and behaviour • Know how students learn and how to teach them effectively • Use a range of teaching strategies	Parents and Carers responsibilities are to: • Assist their child to develop a positive self image, tolerance and understanding of others • Follow their child's progress with interest and enthusiasm • Ensure that their child attends school and is punctual • Inform teachers about any relevant medical and family situations which may impact on the teaching and learning for that student • Support the school in providing a safe and respectful learning environment • Be aware of the ways they can support the

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	and resources to engage students in effective learning	school: such as regular payment of fees,
• Come to school every day possible • Wear school uniform	• Undertake professional learning and continuously reflect on current practice	involvement in parent club, school council, working bees, classroom helpers, school sports performing arts etc. • To access the school's communication medium and act on information and requests contained in it

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 their education
- 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 their educational program
- 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.

6. Student behavioural expectations

The Student Wellbeing and Engagement Policy encourages students to be responsible for the outcome of their own actions and to accept the consequences of their own behaviour.

The following behaviours are not acceptable: fighting, verbal abuse, answering back, disruptive behaviour and bullying of any type: verbal, physical, indirect or cyber.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The four basic Principles are: **Freedom, Respect, Equality** and **Dignity.**
The school's values are: **Respect, Integrity, Resilience** and **Responsibility.**

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With rights comes responsibility. As such, all members of the school community including the School Council, principal, teachers, students, parents, education support staff and community members have a responsibility to acknowledge the rights of others and behave in such a way as to protect those rights for other people.

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 Harcourt Valley Primary School's Bullying prevention policy.

When a student acts in breach of the behaviour standards of our school community, Harcourt Valley 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 principal*
- *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.

7. Engaging with families

Harcourt Valley 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

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- 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.

8. Evaluation

Harcourt Valley 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

Related policies

Statement of Values and School Philosophy,

Bullying Prevention,

Child Safe Standards

- Strategic Plan
- Annual Implementation Plan
- Values for Australian Schooling
- Kidsmatter framework
- Student Welfare
- Sunsmart
- Student Dress Code
- Student Code of Conduct
- Anaphylaxis Management
- Attendance
- Drug Education
- eSmart
- Camps and Excursions
- Anti Bullying
- Welfare meetings
- Attendance
- Integration
- Transition
- Yard Duty
- First Aid
- Medicines
- Asthma
- Cybersafety
- Cyberbullying