



WELLBEING & LEARNING POLICY

Rationale

- As children are better prepared for learning when they are healthy, safe and happy, children's welfare is the responsibility of all staff working in a whole school context. Learning cannot be separated from wellbeing.
- Helping children to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, support services staff and parents/carers. It requires that each child is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

Purpose

- To ensure Northcote Primary School promotes student wellbeing in all learning experiences by:
 - providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others
 - aligning student welfare and curriculum policies
- To further empower *children* who are key stakeholders within our organisation.
- To ensure Northcote Primary School has in place strategies to enhance compliance with the Child Safe Standards 1, 2, 4, 6 and 7.

Definitions

School-Wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to *children's* behaviour. It aims to create a positive school climate, a culture of competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all *children*.

Restorative practice was developed in the justice system as an approach to dealing with offending behaviour that focused on offenders taking responsibility for their behaviour and taking action to repair the harm they caused. In schools, restorative practice is used as a strategy for maintaining healthy relationships and to repair relationships that have been damaged. It may be applied at a whole-school or classroom level and in responding to challenging behaviour or bullying by individual students.

Social and emotional learning involves students having opportunities to learn and practice social skills such as:

- co-operation
- managing conflict
- making friends
- coping
- being resilient
- recognising and managing their own feelings.

SEL programs set out to explicitly promote these skills in children and young people.

The Collaborative for Academic, Social and Emotional Learning (CASEL) identifies five broad headings under which SEL falls:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Implementation

- The wellbeing of every child at Northcote Primary School is our highest priority.
- Northcote Primary School will promote student wellbeing in all learning experiences by:
 - providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others
 - aligning student welfare and curriculum policies.
- Northcote Primary School will:
 - provide an integrated and comprehensive curriculum approach that incorporates equitable opportunities for all students to enhance their own and others' wellbeing through their daily learning experiences
 - provide a curriculum that supports students to develop knowledge, understanding and skills that enables them to engage critically with a range of health and wellbeing areas and issues
 - identify areas where focused support or intervention is required to:
 - improve each child's learning and development
 - provide a curriculum that enables students to progress along the continuum of the Victorian Curriculum F-10 achievement standards, including the Towards Foundation Curriculum 'Levels A-D'.
- Northcote Primary School recognises that healthy development and education is a shared responsibility, with families, learners, and DET and other services all playing a role. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning and employment, and is an indicator of successful education.
- Northcote Primary School acknowledges that the five dimensions of health and wellbeing contribute to the development of the 'whole' person. These dimensions are:
 - Learning development and skills – including active participation and engagement in learning, having the functional skills to participate meaningfully in all aspects of one's life
 - Social and emotional wellbeing – including positive mental health, self-awareness, resilience, interpreting the world positively and pro-social values and behaviour
 - Supportive relationships – including positive family bonds, friendships, experiencing a sense of belonging and being engaged in age-appropriate learning and activity
 - Physical health – including absence of health problems, oral health, nutrition, weight and self-management including sleeping
 - Safety and material wellbeing – including a sense of safety at home and where children play and learn, being safe from injury and harm, having access to daily essentials and adequate and stable housing
- Northcote Primary School will:
 - provide a safe, inclusive and supportive environment that promote health, wellbeing, learning and development
 - build caring and supportive relationships with children and their families
 - ensure children and families are consulted about matters that impact on them and their voices inform policies and activities that contribute to health and wellbeing
 - support staff to protect and promote the health and wellbeing of our *children*, ensuring that staff act with integrity when dealing with those in their care and
 - build partnerships with health and wellbeing services and other relevant community services

- Northcote Primary School will consider adopting Northcote Primary School-Wide Positive Behaviour Support (SWPBS) program which aims to create a positive school climate, a culture of competence and an open, responsive management system for all school community members.
- Northcote Primary School will also consider restorative practice as an approach to dealing with offending behaviour.
- Northcote Primary School also will consider introducing social and emotional learning as defined above.
- Northcote Primary School will consider Bully Stoppers, DET's online resource dedicated to bullying prevention, The National Safe Schools Framework, the Healthy Together Achievement Program, Kids Matter and Mind Matters as possible resources to promote healthy relationships. For details, please refer to the second website below.
- If resources permit Northcote Primary School will create/maintain the role of Welfare Officer, Child Safe Officer or similar to promote the whole school approach to health and wellbeing within Northcote Primary School community and work in collaboration with *children* and parents/carers, school staff including the Principal, teachers, aides, specialist staff, support services officers and with broader community agencies.
- Please refer also to Northcote Primary School's *Victorian Curriculum Policy, Student Engagement Policy, the Responding to Violent & Dangerous Child Behaviour of Concern Policy, the Bullying & Harassment Policy* and the Child Safe Standards.

Evaluation

- This policy will be reviewed as part of Northcote Primary School's three-year review cycle or if guidelines change (latest DET update mid-June 2018).

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

Reference:

www.education.vic.gov.au/school/principals/spag/curriculum/pages/wellbeing.aspx

Appendix 1

Whole School Prevention Statement

At Northcote Primary School our core purpose is to develop children to be literate, numerate and curious, and to be part of a vibrant and engaged community of staff, family and friends. Our school values underpin our actions and provide direction in our decision-making.

Whole School Values: Creativity

Stimulating curiosity and exploration as well as providing opportunities for choice, discovery and creative self-expression

Creativity means:
Original ideas that have value
Designing and making new things
Different ways of seeing things
Innovation & risk-taking
Intellectual – thinking, problem-solving
Artistic – performance, visual, music, dance

Community

Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school

*Community means:
Actions based on shared expectations, values, beliefs and meanings between individuals
Involvement, connection, belonging, inclusion*

Respect

Accepting and valuing ourselves and others and demonstrating this in our behaviour.

*Respect means:
We respect ourselves by accepting and valuing who we are
We respect others by treating people fairly and appreciating different circumstances and views
We respect our community by welcoming newcomers and lending a hand to each other*

Inclusion, Wellbeing and Transitions

The student wellbeing team at NPS provides a range of supports for all students. The permanent school team consists of the Principal, Assistant Principal, Team Leaders and Education Support Officers. Northcote Primary School team is supported by DEECD speech pathologist and educational psychologist, and other DEECD staff as required.

The wellbeing team works closely with other agencies at times, such as Austin CAMHS and the Royal Children's Hospital, and specialists such as occupational therapists.

Our wellbeing programs promote the strengthening of emotional, academic and social health of all students – these include:

- Connecting to Northcote Primary School, local and global community, eg. through cross-age learning sessions, excursions, and through the internet
- Extra-curricular programs, such as, camps, cultural performances, whole school event days, eg. school musical production, and electives to enhance student connectedness to school and to celebrate diversity
- Positive behaviours are promoted through programs such as Bounce Back, and through teacher modelling and implementation of the Ramon Lewis approach to Developmental Management
- Student-led Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term
- Student leadership programs such as Junior School Council, Student Action Teams, House Captains, and the Prep Buddy program, and other roles of responsibility for students to influence change within Northcote Primary School community
- Northcote Primary School provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in Northcote Primary School's programs such as through the Classroom Helpers Program, Parent Experts, the Community Grants Projects, and class expos and school events, eg. Athletics Day, the annual fete, school camps, and Italian Day
- The literacy intervention program provides an intensive learning program for students in grade 1 identified through assessment as at risk of falling further behind in their acquisition of literacy skills
- The Wannik tutorial program provides tuition to Koori students who are at risk of falling further behind in literacy and numeracy
- Recognising and responding to the diverse needs of our students through the Program for Students with Disabilities program

- Whole school approach to Developmental Management to encourage engagement, build pride, respect and responsibility
- Development of intensive literacy and numeracy improvement strategies implemented as part of Northcote Primary School improvement agenda and in response to school, state and national data collection
- Professional learning is given high priority to ensure strategies and approaches are understood, adopted and implemented

Attendance

We understand that maximum attendance is a key to student engagement and successful learning outcomes. Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.

We follow the 'It's not OK to be away' approach in dealing with students whose attendance is not maximised. Teachers monitor student attendance and make contact with parents when patterns of absence are identified, or when a student has been absent for a number of consecutive days. Where necessary, the Assistant Principal will meet with parents to develop an attendance strategy. In the case of extended absence due to family vacation periods a Student Absence Learning Plan is developed in collaboration with parents so that a student is able to maintain academic standards and social connections (where possible) with their peers.

Professional Learning

High quality professional learning is one of the cornerstones of an effective school. It enables staff to develop the skills and knowledge they need to improve their practice and is central to improving student learning.

Like the members of other professions, the staff at Northcote PS is continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional.

There are a range of DET and other professional learning programs and resources available for teachers and education support staff including awards, fellowships, and curriculum-focused professional learning. These are underpinned by the Seven Principles of Highly Effective Professional Learning which call for professional learning that is collaborative, embedded in practice and aimed at bridging the gap between what students are capable of doing and actual student performance.

Professional learning at NPS is:

• A shared responsibility – the skills, abilities and expertise of staff at Northcote Primary School are highly valued and are utilised wherever possible to improve teaching and learning

- Focused on student outcomes
- Embedded in teacher practice
- Informed by the best available research on effective teaching and learning
- Collaborative, involving reflection and multiple forms of feedback
- Evidence based and data driven to guide improvement and to measure impact
- Is linked to Northcote Primary School strategic plan, annual implementation plan and student data
- Where possible, undertaken in teams or as a whole school
- Shared with staff at planning, team or staff meetings

All staff participate in professional learning focusing on Northcote Primary School approach to student engagement and wellbeing at NPS. Regular updates throughout the year ensure common understanding and consistency of approach.

Students with Disabilities

Every member of Northcote Primary 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.

Student Support

An Individual Learning Plan (ILP) is required for all students with 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.

Other strategies that promote improvement for students with disabilities include:

- 1:1 and small group work
- Strength-based learning
- Differentiated curriculum and alternative learning programs
- Specialist intervention and support, e.g. speech therapy, counselling, occupational therapy

Staff Support:

We recognise that staff require support to best meet the needs of the students in their learning area, and in Northcote Primary School in general. Support can be provided in the form of:

- professional learning opportunities
- regular meetings with student wellbeing coordinator, i.e. the assistant principal
- opportunities to meet with specialist intervention staff, e.g. speech therapist, psychologist
- student support groups