



PARK ORCHARDS PRIMARY SCHOOL

Policy and Procedures: Student Welfare

RATIONALE

Park Orchards Primary School is committed to providing a safe, secure and stimulating learning environment, where risk of harm is minimised and students feel physically and emotionally secure to reach their full potential. Our school acknowledges that student welfare and student learning outcomes are inextricably linked and that within our school community students have a wide range of needs that require additional support.

1. PURPOSE

- Implementing preventative and early intervention strategies to support positive behaviours.
- Implementing procedures to support school attendance
- Utilising school data to help to identify students requiring additional support
- Developing school wide procedures to support student welfare and student learning needs

2. GUIDELINES

- The focus of this policy is on promoting positive behaviours as well as prevention and early intervention in response to individual student needs.
- The teachers, Principal and Assistant Principal will work collaborative to support the needs of all students.
- The school will work with parents to understand their child's needs and where necessary, adapt the learning environment accordingly.
- The school will respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions. **(See Behaviour Management Policy)**

3. IMPLEMENTATION

Prevention and Early Intervention

Prevention and early intervention strategies the school will deploy include:

- Defining and teaching school-wide classroom expectations
- Establishing consistent school-wide and classroom expectations
- Establishing school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- Providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing a physical environment conducive to positive behaviours and effective engagement in learning

VRQA 4.1 (a): Student Welfare

- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behavior

Student Attendance

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 maximize program and individual support
- Providing a staged response

Additional Assistance and Support

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
- Protocol for mandatory reporting
- Student Support Groups for children in need
- Bullying survey of students and school environment

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:

- The Attitudes to School Survey data
- The Principal's Portal
- Parent Survey data
- Data from case management work with students

Risk Factors explored include:

- Poor attendance
- Low literacy
- Low numeracy
- Problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- Low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- Refugee or EAL status

VRQA 4.1 (a): Student Welfare

- Presence of a physical disability
- Presence of learning disorders leading to integration support
- Receipt of Youth Allowance
- Restricted access arrangements as a result of parent separation
- Presence of a risk alert
- Experience of significant health issues

Support Services

The school will utilize 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 academic assessment
- Department of Human Services case managers and support workers
- Social workers to provide services such as counseling, social skills and anger management programs
- Youth agencies
- Local parent support groups
- Relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]

Programs to support Student Welfare

The school is committed to providing additional programs to support the welfare of students.

These programs will complement the other interventions and support services already in place.

These programs will be flexible according to identified student need.

School Policies and Procedures which underpin this policy:

- Anaphylaxis Management
- Asthma Management
- Behaviour Management
- Bullying, Cyber-bullying and Harassment
- Camping
- Duty of Care
- Incursion and Excursion
- First Aid
- Mandatory Reporting
- Medication Management
- On-Site Supervision of Students
- Parent Concern and Complaints
- School Attendance
- Student Engagement and Wellbeing

4. EVALUATION

- This policy will be reviewed every four years and following significant incidents if they occur.