



Respect
Honesty
Responsibility
Co-operation
Care
Compassion

STUDENT WELLBEING & LEARNING

Rationale

- As children are better prepared for learning when they are healthy, safe and happy, student welfare is the responsibility of all staff working in a whole school context. Student 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, student support services staff and parents. It requires that each young person is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

Policy Statement

Purpose

- To ensure the 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 ensure the school embeds student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all children.
- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop children who are physically and emotionally healthy.
- To ensure the 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 student behaviour. It aims to create a positive school climate, a culture of student 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 children.

Implementation

- The wellbeing of every child at the school is our highest priority.



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- The 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.
- The 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'.
- The 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.
- The 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
- The 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
- The school will consider adopting the School-Wide Positive Behaviour Support (SWPBS) program which aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school



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community members.

- The school will also consider restorative practice as an approach to dealing with offending behaviour that 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 children.
- The 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.
- Whilst resources permit, the school will appoint a Welfare Officer to promote a whole school approach to health and wellbeing within the school community.
- Please refer also to the school's *Curriculum Framework Policy*, *Student Engagement Policy*, the *Discipline (Overview) Policy*, the *Bullying & Harassment Policy* and the Child Safe Standards.

Version Control

September 2014

March 2015

DEECD to DET and review date updated

August 2015

Content update –
Implementation has had a
complete rewrite

June 2016

Definitions added
Formatting consistency

Ratified by School council 15/6/16

August 2016

Update – Child Safe Standards

April & May 2017

Update – minor additions

Review Cycle

Three-year review cycle (therefore 2017)
(latest DET update mid June 2014).

Three-year review cycle (therefore 2018)
(latest DET update mid June 2014).

Three-year review cycle (therefore 2018)
(latest DET update early July 2015).

Three-year review cycle (therefore 2019)
(latest DET update late March 2016).

Review 2019

Three-year review cycle (therefore
2019) (latest DET updates mid-March
& early May 2017).

Reference

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



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