



Wendouree Primary School

Student Wellbeing and Engagement Policy

NAME

Student Wellbeing and Engagement Policy

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.

Wendouree 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, where student participation is encouraged and valued, 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. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

School profile

Wendouree Primary School is a P-6 school situated in the rural city of Ballarat. The school displays a strong commitment to building a positive climate for learning and has a continual focus of providing excellence in teaching and learning in a supportive, caring and safe environment in which students display the TRIBES agreements of mutual respect, attentive listening, appreciation, participation and personal best.

The socioeconomic profile of the school is low with a Student Family Occupation (SFO) indicator of 0.75.

An inclusive, comprehensive curriculum based on the Victorian Curriculum is provided, supported by whole school curriculum documents. These materials are used by Professional Learning Communities to plan learning tasks that were clearly defined, differentiated and challenging and that meet the requirements of an increasingly diverse range of student learning needs. A rigorous, whole school approach to assessment and the use of data enables teachers to monitor and track student achievement and learning growth.

The learning program is complimented by specialist, intervention and support programs including Visual Arts, Physical Education, STEM and MultiLit Intervention. The learning program is further enriched through the use of Information and Communication Technology, with interactive whiteboards and iPads in all classrooms to support students as they experiment, problem solve and make decisions in an engaging learning environment.

These resources are integrated into everyday practice to ensure students access up to date information and gain experiences using a range of media and tools in their learning.

The school is renowned for its highly successful and engaging Stephanie Alexander Kitchen Garden Program, a valued and integral part of the school curriculum and community and in 2018 successfully introduced the Respectful Relationships Program to run alongside its TRIBES Learning.

PROTECT

Protecting children & young people
from abuse is our responsibility



Wendouree Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Wendouree Primary School has zero tolerance for child abuse.

Wendouree Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Wendouree Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

School values, philosophy and vision

Wendouree Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Wellbeing and engagement strategies

Wendouree Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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.

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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- 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
- teachers at Wendouree Primary School use an 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 Wendouree 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 and School Philosophy 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 via our Class DOJO Digital Platform.
- 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 Junior School Council. Students are also encouraged to speak with their teachers, the Wellbeing Coordinator and Principal whenever they have any questions or concerns.
- create opportunities for multi-age connections amongst students through school concerts, athletics and other sporting events and as part of our TRIBES Buddy Programs.
- all students are welcome to self-refer to the Student Wellbeing Coordinator and/or Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - TRIBES
 - CREATE
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social skill development)
- opportunities for student inclusion (i.e. CREATE, SAKGP)
- buddy programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

TARGETED

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)

- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health 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
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

INDIVIDUAL

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)

Wendouree 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

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
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

1. Identifying students in need of support

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

- 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

2. Student rights and responsibilities

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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

3. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's TRIBES Learning Agreements and Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Wendouree Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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.

School Actions and Consequences

JUNIOR SCHOOL	SENIOR SCHOOL	SCHOOLGROUND
<p>1. RULE REMINDER A verbal rule reminder is given.</p> <p>2. OFFICIAL WARNING The student's name is recorded in the Classroom Record.</p> <p>3. TIME OUT IN CLASSROOM The student is given 10 - 15 minutes in the classroom time out area and their name put in the Classroom Record.</p> <p>4. WITHDRAWAL TIME OUT The student is sent to another room for one session and their name is put in the Classroom Record. Students are then required to make up this learning time at recess with the Principal or teacher in charge.</p> <p>5. PRINCIPAL The student is sent to the Principal.</p> <p>6. PARENTS Parents are contacted.</p> <p>7. SUSPENSION If no improvement, suspension may result.</p>	<p>1. RULE REMINDER A verbal rule reminder is given.</p> <p>2. OFFICIAL WARNING The student's name is recorded in the Classroom Record.</p> <p>3. TIME OUT IN CLASSROOM The student is given 10 - 15 minutes in the classroom time out area and their name put in the Classroom Record.</p> <p>4. WITHDRAWAL TIME OUT The student is sent to another room for one session and their name is put in the Classroom Record. Students are then required to make up this learning time at recess with the Principal or teacher in charge.</p> <p>5. PRINCIPAL The student is sent to the Principal.</p> <p>6. PARENTS Parents are contacted.</p> <p>7. SUSPENSION If no improvement, suspension may result.</p>	<p>1. RULE REMINDER A verbal rule reminder is given.</p> <p>2. TIME OUT SEAT The student is given 10 to 15 minutes on time out seat, and their name is written in the yard book.</p> <p>3. PRINCIPAL The student is sent to the Principal</p> <p>4. PARENTS Parents are contacted.</p> <p>5. SUSPENSION If no improvement, suspension may result.</p> <p style="color: red;">Our playground is a safe environment. We do not tolerate unsafe behaviour. Students who display these inappropriate behaviours will be removed from the playground and their play times will be fully supervised and or restricted.</p>

TRIBES

Our Learning Agreements

Our Whole School Approach to Student Wellbeing

Our Tribes Learning Community promotes social and academic development by creating a positive learning environment.

Personal Best – We try at all times to do our own personal best work and put in our own best efforts in everything we do.

Attentive Listening – We pay close attention to each other’s ideas, opinions and feelings. We check for understanding and let others know they have been heard. These are teachable social skills and involve maintaining eye contact, withholding your own comments, paraphrasing key words to show you’ve been listening and using positive body language to show that you are listening with your ears, your eyes and your heart.

Appreciations/No Put Downs - We develop a sense of self-esteem and self-worth through appreciations and recognition of each other’s gifts and talents. We say thank you all the time and we don’t take for granted what others do for us. Saying thank you is a VERY important part of our daily learning at Wendouree Primary School.

Mutual Respect – We ensure that each other’s cultural values, beliefs and needs are considered. We respect each other’s individual skills, talents and contributions. When we learn and play together we respect each other’s differences.

The Right To Participate – We acknowledge that sometimes it’s alright to pass during circle time. Choosing the right to pass means that we prefer not to share personal information or feelings or to actively participate in a group at a particular moment. As circle time is a daily part of our learning we will always be given another chance to participate next time round.

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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Wendouree Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

4. Engaging with families

Wendouree 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
- providing parent volunteer opportunities so that families can contribute to school activities
- 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

5. Evaluation

Wendouree 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, including attendance and absence data
- SOCS

Wendouree Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website and online communication platform
- Included in staff induction processes
- Included in enrolment packs
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

POLICY REVIEW AND APPROVAL

Created date	14 th July 2022
Consultation	14 th July 2022 Leadership Team and Staff 9 th August 2022 School Council 10 th August school community via school website.
Endorsed by	Mrs Christine Branagh Principal – Wendouree Primary School
Endorsed on	14 th July 2022
Next review date	July 2024