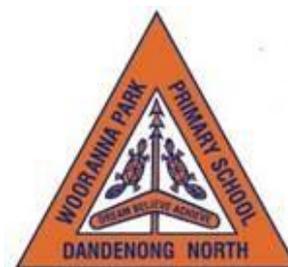


Student Wellbeing and Engagement Policy

Responsibility: Assistant Principal

Reviewed by Council: February, 2024

Due for Review: February, 2027



Help for non-English speakers

If you need help to understand the information in this policy, please contact Wooranna Park Primary School via phone (03) 9795 2007 or email wooranna.park.ps@education.vic.gov.au.

<p>Purpose</p>	<p>The purpose of this policy is to ensure that all students and members of our school community understand:</p> <ul style="list-style-type: none"> (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. <p>Wooranna Park 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.</p> <p>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.</p>
<p>Scope</p>	<p>This policy applies to all school activities, including camps and excursions.</p>
<p>Contents</p>	<ol style="list-style-type: none"> 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
<p>Policy</p>	<p>1. School profile</p> <p>Wooranna Park Primary School is located within Dandenong North, situated in the south-east corridor of Melbourne approximately, 34 kilometres from the Melbourne Central Business District and close to a Monash Freeway exit.</p> <p>We are proud of our school community, catering for a wide range of social, economic, and cultural backgrounds. The school currently runs composite classes. Specialist curriculum subjects include Physical Education (PE), Japanese, STEM, Performing and Visual Arts.</p>

The school features two main school buildings, accommodating several learning spaces with a Building the Education Revolution (BER) gymnasium. The hidden grounds feature landscaped gardens and a running track around the perimeter of a sports field. The school is currently home to several chickens and an extensive vegetable garden with a strong focus on the environment and sustainability.

Our Professional Learning Community (PLC) culture will enable us to ensure a collective focus on continuous improvement across the whole school, helping to strengthen the importance of research-based frameworks and a documented curriculum that is cohesive and sequenced.

Resources have also been mobilised to support student's wellbeing and mental health. The School Wide Positive Behaviour support (SWPBS) framework continues to help us bring the school community together to promote a positive, safe, respectful, and responsible learning culture. We have been excited to implement a whole learning community approach to students' mental health and wellbeing, guided by the Be You framework and the URStrong friendship program.

We support multiple students through the Program for Students with a Disability (PSD) program with several other children having high inclusion needs. All our students are supported through our tiered model of intervention, and our team of Education Support staff are second to none!

The teaching staff comprises a range of levels of experience from recently graduated teachers through to highly experienced teaching practitioners who are ready to engage in school improvement. The school's middle leaders are developing the capacity to lead the school forward to ensure we are providing students with the best possible learning outcomes for every student.

There are plenty of opportunities for us to grow and develop this school together, creating a bright future for the children of the Dandenong North community. Please read about the aspirations we have for our community on our [website](#).

2. School values, philosophy, and vision

Wooranna Park 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 being safe, respectful, and responsible at every opportunity.

Wooranna Park Primary School's vision is to *create a bright future for every learner, building the foundations for life, in an inclusive and welcoming learning environment*. We aim to embrace each day with a sense of purpose in our actions and connectedness to each other and the world we share.

3. Wellbeing and engagement strategies

Wooranna Park 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.

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 parent/carers and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- create a culture that is inclusive, engaging, and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcome all parent/carers/carers and be responsive to them as partners in learning
- analyse and be responsive to a range of school data such as attendance, Attitudes to School Survey, parent/carer survey data, student management data and school level assessment data
- use our Learning Process as 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
- 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 (VIT)
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff, and parent/carers 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 parent/carers through our School Wide Positive Behaviour Support (SWPBS) acknowledgement system
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level
- students can contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Wellbeing and Inclusion leader and principals whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through house events, school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing and Inclusion Leader, First Aid staff, School Chaplain, principals 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
 - Be You
 - URStrong
 - Mindful Monkey
 - KidsRoar
 - Toolbox Education
 - Personal Development
- programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess, and lunchtime activities)

- 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

- each year group has a Leader and Coordinator, senior teachers responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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. We also have a Koori Club which all students are welcome to attend during lunchtime.
- Students where English is an additional language (EAL) are supported through classroom programs, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- support learning and wellbeing outcomes of students from refugee background through the implementation of trauma informed practices.
- provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- support students in Out of Home Care (OoHC) 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
- support students with a disability 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
- apply a trauma-informed approach to working with students who have experienced trauma
- support students enrolled under the Department's international student program 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](#)
- [Navigator](#)
- [LOOKOUT](#)

Wooranna Park 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/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
- engaging with our regional Koorie Engagement 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.

4. Identifying students in need of support

Wooranna Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Wooranna Park 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
- teacher referrals
- attendance, detention, and suspension data
- engagement with families
- self-referrals or referrals from peers

5. 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, parent/carers, 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 parent/carers 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.

6. Student behavioural expectations and management

Behavioural expectations of students are detailed in our school's Matrix of Expectations.

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. will be managed in accordance with our [Bullying Prevention Policy](#).

If a student is not demonstrating the expected behaviours, we use our [Correction Plan](#) consistently across the school. This approach gives students multiple opportunities to make a good choice in line with our Matrix of Expectations and Department's policies on behaviour, discipline and student wellbeing and engagement. Whereby appropriate, parent/carers 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.

Disciplinary measures that may be applied include:

- reminding a student of the expected behaviour
- teacher controlled consequences such as time to reflect or relocating the student to support them to reset or other reasonable and proportionate responses to misbehaviour
- reteaching the expected behaviour
- withdrawal of privileges
- referral to the Year Level Team Leader and Coordinator or member of the Leadership team
- restorative practices
- reset days

- 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 Wooranna Park 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.

7. Engaging with families

Wooranna Park Primary School values the input of parent/carers 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 parent/carers and carers in our school community.

We work hard to create successful partnerships with parent/carers and carers by:

- ensuring that all parent/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parent/carers and staff, supported by our Communicating with School Staff policy.
- providing parent/carer volunteer opportunities so that families can contribute to school activities
- involving families with 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

Wooranna Park 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/carer survey
- case management
- CASES21, including attendance and absence data
- SOCS

	Wooranna Park 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	<p>This policy will be communicated to our school community in the following ways</p> <ul style="list-style-type: none"> • Available publicly on our school’s website [or insert other online parent/carer/carer/student communication platform] • Included in staff induction processes • Made available in hard copy from school administration upon request <p>Our school will also ensure it follows the mandatory parent/carer/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:</p> <ul style="list-style-type: none"> • Suspension process • Expulsions - Decision

Related Documents

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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- Statement of Values and School Philosophy

Policy Review and Approval

Policy last reviewed: February 2024
Policy consultation: School Council on 20 February 2024
Policy approved by: Principal
Next scheduled review date: February 2027