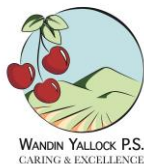


**STUDENT WELLBEING AND
ENGAGEMENT POLICY
2022-2024**



WANDIN YALLOCK PRIMARY SCHOOL
“CARING AND EXCELLENCE IN EDUCATION”





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.

Wandin Yallock 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. A positive school culture, where student participation is encouraged and valued, helps 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

1. School profile

Our school is in the semi-rural township of Wandin North 52 kilometres east of Melbourne. Its rural setting includes a large vegetable garden farm, reflecting the local agricultural community. We have 7 large, modern learning studios, remodelled administrative areas, a multipurpose building which includes our Art room and an enclosed sports stadium comprising a full-size basketball court. The grounds included both passive and active play areas for students. The staff profile consisted of 1 Principal, 1 Learning Specialist, 4.4 FTE teachers, 1 part-time Tutor, 4 part-time Education Support staff members and a part-time Business Manager. The school has a low to medium socio-economic profile (SFOE), representing a low-medium level of socio-educational disadvantage. There were no students who identify as Aboriginal, and no students who have English as an additional language. There is a comprehensive program for students with disabilities (PSD).

Wandin Yallock is committed to creating a secure, challenging and respectful learning community where students are supported to become resilient lifelong learners and responsible citizens. We aim to build strong foundations in

Literacy (Reading, Writing and Spelling) and Numeracy and our Inquiry units incorporate and cover History, Geography and Science We promote strong learning partnerships and appreciate high levels of parent and community support.

2. School values, philosophy and vision

Our school motto, "A Tradition of Caring and Excellence in Education", encapsulates our philosophy at Wandin Yallock Primary School. We are committed to our purpose of providing a respectful, caring, creative and stimulating culture and environment where all students are challenged and supported to reach their full potential, academically, socially and emotionally.

We actively promote our school C.A.R.I.N.G. values, Creativity, Achievement, Respect, Integrity, Nurture, Growth. All children are encouraged to be caring, responsible, resilient and respectful. These values drive interactions between all members of the community and have a significant role in the decision-making process at the school. Students are regularly reminded of these values and how they apply to personal and academic growth and development. Class teachers assist students to understand what each of these values means and how they can be displayed by individuals both at school and in the broader community. We encourage all members of our community to uphold and promote these ideals.

3. Wellbeing and engagement strategies

Wandin Yallock 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 – Whole school strategies to promote positive behaviour and inclusion

- 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 Wandin Yallock Primary School use our 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 Wandin Yallock 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 in communication to parents

- 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 Junior School Council. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the School Chaplain and 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
- 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)
- buddy programs, peers support programs

Targeted - more specific strategies, designed to address concerns within certain age groups

- each year group/composite level group has a Team Leader who is responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- Koori 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
- 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 inform about best practice approaches to working with students who have experienced trauma

Individual – student-specific strategies that may be considered and applied on a case-by-case basis

Wandin Yallock 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 setup
- 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 plan in collaboration with the student and their family
- 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

Wandin Yallock 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. Wandin Yallock 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

5. Student rights and responsibilities

All school community members have a right to experience a safe and supportive school environment. We expect all students, staff, parents, and carers to 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, without being disrupted by others
- feel safe, secure and happy at school
- learn in a supportive and safe teaching and learning environment
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:

- Demonstrate active learning through listening, collaboration, following expectations and attending school
- contribute positively to the educational experience for themselves and other students
- 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
- care for our school by looking after equipment and their classrooms

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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Wandin Yallock Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wandin Yallock 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.

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:

- warning a student that their behaviour is inappropriate and a reminder of the expected behaviour
- teacher controlled consequences such as moving a student in a classroom or to another classroom
- restorative practices
- removal from the yard
- behaviour reviews
- 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 Wandin Yallock 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.

MANAGING BEHAVIOUR IN THE CLASSROOM

| BEHAVIOUR | CONSEQUENCE |
|---|---|
| Disturbance in class (refusing teacher requests, excessive noise, lack of courtesy to peers, choosing not to complete work) | <ol style="list-style-type: none">1. REMIND – Teacher positively reminds the individual student about WYPS value and classroom expectations2. RE-FOCUS – Teacher explicitly re-focuses the student from what they are doing to what they should be doing3. RELOCATE – Teacher asks the student to move to an alternative learning spot within the classroom for 15 minutes4. REMOVE – Teacher direct the student to an alternative classrooms with work to be completed for a specified time period (up to one hour) |

MANAGING BEHAVIOUR IN THE YARD

| HIGH-LEVEL BEHAVIOUR (Acting in a way that may endanger the health and safety of themselves or others) | CONSEQUENCE |
|---|---|
| <ul style="list-style-type: none"> • Dangerous behaviour (waving sticks around, throwing missiles) • Disrespectful behaviour towards a staff member • Fighting or physical aggression • Leaving the school grounds • Disrespectful behaviour towards other students and their property • Verbal aggression, swearing, or teasing • Continual and repeated low-level behaviour | <ol style="list-style-type: none"> 1. Students are removed from the yard and sit in the meeting room in the admin building. 2. Students are supervised for half of the break time. Either for half of recess and half of lunch depending on the severity of the incident. 3. Removal from the yard may occur on the next day if the incident occurs towards the end of lunchtime. 4. Students complete a reflection sheet (appropriate to their literacy skills) explaining their behaviour and what they should have done differently 5. Students take the reflection sheet home in a sealed envelope 6. The teacher who removed the student from the yard to call the parents on the same day as the incident occurred. |
| LOW-LEVEL BEHAVIOUR | CONSEQUENCE |
| <ul style="list-style-type: none"> • Climbing fences/trees/building • Littering • Misuse of any garden area • Misuse of any portable/fixed equipment • Tackling during ball sports • Going inside during recess or lunch without permission | <ol style="list-style-type: none"> 1. The student is to walk with the yard duty teacher 2. Teacher conferences with the student about their behaviour and choices |

If students continue to act in such a manner, disciplinary measures applied include discussion with the Assistant Principal/Principal. The behaviour may result in modified play, removal of privileges (e.g. participation in sport or excursions) or removal from the classroom. Parents will be notified.

If the behaviour continues, a Behaviour Management Plan may be prepared for the student. If considered appropriate, this plan will detail the following:

1. Specific behaviour(s) causing concern
2. Action that has been taken so far
3. Goals for development prior to the next review date
4. Strategies to be used, including relevant personnel including outside support
5. The next review date and who is to be involved

7. Engaging with families

Wandin Yallock 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, supported by our Communicating with School Staff policy.

- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. The school is not by itself responsible for developing socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers.

Parents are responsible for the basic care of children. If they are unable to do so, the school will seek to link families to appropriate support agencies.

8. Evaluation

Wandin Yallock 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

Wandin Yallock Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon promptly 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
- Included in staff induction processes
- Included in transition and 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 concerning suspensions and expulsions outlined in the Department's policies at:

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

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

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|---------------------------|
| Policy last reviewed | May 2022 |
| Consultation | School council: Staff: |
| Approved by | Principal |
| Next scheduled review date | May 2024 |