

# STUDENT WELLBEING AND ENGAGEMENT POLICY

Wandong Primary School

April 2024 – April 2026



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Wandong Primary School on 03 5787 1232 or [wandong.ps@education.vic.gov.au](mailto:wandong.ps@education.vic.gov.au).

## PURPOSE

The purpose of this policy is to ensure that all students and members of the Wandong Primary 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.

Wandong 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.

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2. School values, philosophy and vision
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## POLICY

### School profile

Wandong Primary School was established in 1871 and is located approximately 70 kilometres north of Melbourne. Wandong Primary School is located approximately sixty kilometres north of Melbourne, just off the Hume Highway. It is in a semi-rural township and currently has a school population of 497 students. Enrolments are steadily increasing due to the development of new housing estates and the ease with which families can access employment either within the neighbouring townships or in the outlying areas of Melbourne.

Wandong has a well-established leadership team with three Principal Class members (Principal, Assistant Principal - Wellbeing and Assistant Principal - Curriculum), along with two Learning Specialists (F-2 and 3-6 Teaching and Learning Coaches). In 2024, Wandong has twenty-eight full time equivalent teaching staff are supported by 23 Integration Support Staff, a psychologist, full time social worker, student wellbeing officer, three intervention teachers, two education support staff, also working within intervention and six administration staff.

The positive and supportive culture of our school is the result of a consistently delivered School Wide Positive Behaviour process that reinforces and teaches students about the expected behaviours in the different school environments. At Wandong PS, we develop positive, safe, supportive learning cultures through a consistent focus on demonstrating our school values of 'Pride', 'Kindness' and 'Curiosity'.

Our school prides itself on our commitment towards inclusive education and an undertaking to provide differentiated learning programs, which are designed to cater to each individual child's point of need. Our school philosophy is based on the belief that all students have the ability to achieve their full potential within a culture of collaboration, shared responsibility and high expectations.



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Wandong Primary School provides a guaranteed, viable and rigorous curriculum encompassing all expectations of the Victorian Curriculum. Through a strong focus on student wellbeing and engagement, we provide a supportive learning environment that supports all students to achieve to the best of their potential.

Early identification and support for students at risk is key in our multi-tiered response approach to intervention. At Wandong, we understand that some children need more wellbeing and learning based supports in order to enhance engagement and individual growth.

## **School values, philosophy and vision**

Wandong 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 pride, kindness and curiosity and 'making a difference by developing confident, independent and resilient learners who strive for personal excellence'.

Our Statement of Values is available online at [About - Wandong Primary School \(wandongps.vic.edu.au\)](https://www.wandongps.vic.edu.au)

## **Wellbeing and engagement strategies**

Wandong Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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:

### **Whole School Approach (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
- 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
- deliver a broad curriculum and ensure that students are able to experience elements of choice in their learning
- teachers at Wandong 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 Wandong 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 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
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- managing a culture that is inclusive, engaging and supportive
- we engage in school-wide positive behaviour support with our staff and students, which includes the explicit teaching of Respectful Relationships and social and emotional learning, incursions and excursions developed to address specific behaviour
- 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 Student Representative Council. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school performances, athletics, music programs and peer support programs
- All students are welcome to self-refer ideas and opinions through Student Representative Council and/or their classroom teacher/member of the school leadership team 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
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs and peers support programs



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## Targeted

- each year group has a PLC leader, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer and foster a culturally inclusive learning environment for all students. 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 – refer to our Marrung Education Plan.
- 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 including through
- we support learning and wellbeing outcomes of students from refugee background through
- 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, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment were necessary
- 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

## Individual

- Student Support Groups / Team around the learner
- Individual Education Plan and Behaviour Support Plan
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Disability Inclusion Profile (Student Level Support pathways) • referring the student to the following services as required:
  - school-based wellbeing supports (Eg:// social worker, psychologist, student wellbeing support officer, speech pathologist)
  - 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, OrangeDoor/ ChildFirst.

## Identifying students in need of support

Wandong 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. Wandong 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
- comprehensive assessment and early intervention pathways
- self-referrals or referrals from classroom teachers

## Student rights and responsibilities

All members of Wandong Primary 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.



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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.

### Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/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, Wandong 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.

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 PLC leader
- 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 Wandong 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.



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## Engaging with families

Wandong 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
- 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.

## EVALUATION

Wandong 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

Wandong 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
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as ongoing reference in our school newsletter
- 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](#)



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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](#)

## CERTIFICATION

This policy was adopted at the School Council meeting held at Wandong Primary School on the 22<sup>nd</sup> April 2024.

## Policy REVIEW and Approval

Policy last reviewed	22 <sup>ND</sup> April, 2024
Consultation	School Council 13/5/2024 Parent community via website and newsletter dated 17/04/2024
Approved by	Principal
Next scheduled review date	Before 22 <sup>nd</sup> April 2026

