STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact Administration.

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.

Wyndham 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.

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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POLICY

1. School profile

Wyndham Park Primary School, established in 2011, is a dynamic place of learning located in the suburb of Werribee on the outskirts of western Melbourne. Our modern facilities, situated in the Wyndham Park Precinct alongside the Wyndham Park Community Centre, and Wyndham Park Kinder, allow us to provide educational experiences that prioritise the development of strong Literacy and Numeracy skills. These educational experiences are underpinned by a holistic and trauma informed approach to wellbeing, engagement and inclusion. We promote excellence in teaching and learning while developing students socially, emotionally and cognitively. We strongly encourage student voice and agency.

Our students and families come from a broad range of cultural backgrounds. As a result, we place great importance on our strong English as an Additional Language (EAL) program supported by a number of Multi-cultural Educational Aides, EAL teacher, and a Community Hub Coordinator who work together to support students, strengthen home school partnerships, encourage parental engagement in students learning, and support families to see the school as a welcoming place where they are valued and supported.

Annually our average enrolments number approximately 400 students. Due to ongoing and sustained enrolment pressure we had implemented the Department of Education's Enrolment Management Plan, which is consistent with the priority placement order in the enrolment policy. This means that no students are enrolled from outside the designated neighbourhood area (DNA) unless they are siblings of students attending the school in the same year.

At Wyndham Park Primary School, we have 19 classes across 4 learning communities. Within these learning communities we have established multi-age grade structures as follows - Years 1/2, Years 3/4 and Years 5/6. The exception to this are our Foundation classes which are a single age group to ensure a positive transition from Kinder to Primary School. In addition to our multi aged grades we offer exciting specialist programs which includes Visual Arts, Performing Arts, Physical Education and Spanish classes.

Our classroom instructional practices are aligned with the Department of Education's Framework for School Improvement (FISO 2.0) Teaching and Learning Model, enabling us to provide a guaranteed and viable curriculum that engages students in intellectually challenging work responding to their differentiated learning needs.

To facilitate these high-quality learning experiences and opportunities, we have a highly motivated and professional staff comprising of School Leaders, Teachers, Education Support Staff and Volunteers. Together our staff work in Professional Learning Communities, School Improvement Teams and Administration Teams to deliver our educational program and associated support programs.

We utilise a wide range of Information Technology resources in our classroom and specialist programs to support and enhance teaching and learning. Our primary online learning platform is Seesaw and this is also used as a significant communication portal between school and home. In addition to Seesaw we use Compass which is a web-based school management platform for assessment and reporting purposes, as well as student information data, student behaviour and wellbeing tracking and SMS communication with school community members.

Our school has an extensive Social and Emotional Learning curriculum (Respectful Relationships), supports and interventions. We base all that we do on the School Wide Positive Behaviour Support Framework (SWPBS), which is complimented by our trauma informed practices, developed from the Berry Street Education Model (BSEM). The School Wellbeing team includes our Assistant Principal, Mental Health and Well Being Co-Ordinator, School Counsellor, Social Worker, Family Engagement and Support Worker and a Behaviour and Social Skills Intervention teacher. In addition to this we have the support of allied health professionals including a visiting Psychologist and Speech Pathologists.

It is our intention that our students will experience their classrooms as invigorating and inspiring environments, places they look forward to going to and places they do not want to leave. It is also our intention that they will come to know themselves as lifelong learners, and that they will come to love the process of learning itself, by making it their own.

Welcome to Wyndham Park Primary School.

2. School values, philosophy and vision

Vision: Wyndham Park Primary School's purpose is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto of Aspire, Learn & Achieve.

Values: Wyndham Park Primary School has committed to our School Wide Positive Behaviours values of Respect, Safe and Responsible. These values are at the core of the positive culture at our school. We have high expectations that out students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever-changing world.

3. Wellbeing and engagement strategies

Wyndham 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 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 Wyndham Park Primary School use a consistent 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 Wyndham Park 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
- 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 and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Leading Teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through performances, athletics, music programs and peer support program.
- all students are welcome to self-refer to the Student Wellbeing Team, Assistant Principal 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 ○ Berry Street Education Model.
- 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 mediators

- 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 PLC leader and a Leading Teacher 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 – refer to students Individual Education Plans and the student developed Acknowledgement of Country, which is stated at the beginning of every day, including all assemblies and meetings
- 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 the celebration of Harmony Day where the cultural diversity of our community is celebrated and recognised. Our Community Hub also provides our CALD students and their families various supports
- we support learning and wellbeing outcomes of students from refugee background by connecting families with relevant supports and school based Multicultural Education Aides.
- 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 by providing teachers with required and specific information to best support these students and their families. Our Wellbeing hub also provides students to express themselves freely and is a safe space to share their thoughts and emotions with Allied Health professionals and a Mental Health and Wellbeing Leader.
- 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 Education 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 using the Berry Street Education Model.
- 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

Wyndham 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 to talk about how best to help the student engage with school
- developing an Individual Education 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
    - Uniting Family Engagement
    - Re-engagement programs such as Navigator, Side by Side program

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

Wyndham 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. Wyndham 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, selfcare, social connectedness and motivation
- 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, 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.

6. 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, Wyndham Park 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 members of leadership
- restorative practices
- 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 Wyndham 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

Wyndham Park 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.

8. Evaluation

Wyndham 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 survey
  case management
- CASES21, including attendance and absence data
- SOCS

Wyndham 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

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

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

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	26th March 2024
Consultation with School Council	29th April 2024
Approved by	Principal
Next scheduled review date	Before 26th March 2026