

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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.

Warreen 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

1. School profile



Warreen Primary School was established in 2024 and is located approximately 25 kilometres west of Melbourne. The school enrolls 650 students enrolled from foundation to year 6, with school staff members supporting the number of enrolments. Our Leadership team will initially consist of an assistant principal and principal supporting our teachers and then increase to include learning specialists and leading teachers to support strategic plan priorities and teaching teams

Our school site is situated in the education precinct including a kindergarten, primary school, and secondary schools years 7-9. We share community infrastructure and resourcing to provide the best education to the young people of Truganina. Our state-of-the-art school buildings and grounds are surrounded by a supportive community. Warreen Primary School will develop close ties to the local community.

Teaching and learning at Warreen Primary School is differentiated and focussed on growing the academic, social and emotional needs of every child. The learning program is planned and taught sequentially. It is evidenced based, high quality and consistent across the school. Our school documentation of the Guaranteed and Viable Curriculum (GVC), Scope and Sequence and Unit plan documentation ensures the curriculum is delivered with depth and breadth, whilst allowing for differentiation at all points of need. Our learning program is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student agency in their learning. This is supported by ongoing professional learning cycles for our staff to ensure professional practice has the greatest impact on student outcomes.

Warreen Primary School has high expectations for all staff and students, and this is reflected in the feedback culture of the school. Students are continuously supported and challenged in their learning, with a feature of student learning being student voice, agency, and leadership. Students learning and growth is continuously monitored at a whole school, cohort, class, and individual level. This information is collected and analysed at each level and used to provide feedback to students and staff on progress, inform future learning and improvement and evaluate the impact of practice on student outcomes.

Our school is culturally diverse. We are proud of our diversity and inclusive school community. Our school supports all students to strive for excellence. Our students for whom English is not their first language are supported through by our EAL Program. Our students with additional needs are supported through by our Wellbeing and Inclusion program ensuring programs support their learning and additional supports are in place.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically emotionally and socially.

2. School values, philosophy and vision

Warreen 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 excellence, respect and belonging.

Motto: "Believe, Belong, Become"



Vision: *We strive for excellence to be the best we can be. We believe in ourselves and each other. We are proud members of our school and of our community.*

Mission: *We have a respectful and supportive positive climate for learning, where every member has a strong connection and advocate. We embrace all aspects of learning to achieve academic, social and emotional wellbeing and excellence.*

Values: *We strive to be the very best we can be through the values of excellence, respect and belonging to our school community.*

- **Excellence:** *We are **brave, curious and persistent**, aiming to be the very best we can be in all aspects of learning, and individual and community action.*
- **Respect:** *We are **kind and respect** ourselves, our school and each other. We show pride and kindness in all that we do at school.*
- **Belonging:** *We care and show **responsibility** for our community of learners, we **value our diversity**, and are **proud** of our school.*

Our Statement of Values and School Philosophy is available online on the website.

3. Wellbeing and engagement strategies

Warreen 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 supported to develop emotionally, socially and academically. We acknowledge that some students may need additional social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. To address these issues the school is focussing on the provision of educational programs that are targeted to individual students' learning needs, particularly in English and Mathematics. We strive for all students to experience success so that they develop into resilient, happy and confident learners. Our School has a comprehensive social and emotional scope and sequence that incorporates SWPBS, respectful relationships and Zones of Regulation.

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 linked to the SWPBS Matix and supporting documents*
- *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 and parent survey data, student management data and school level assessment data*

- *teachers at Warreen Primary School use the Gradual Release of Responsibility 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 Warreen 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*
- *Our learning program is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student agency in their learning*
- *we have a social and emotional learning (SEL) program offered at all year levels which incorporates SWPBS, Respectful Relationships and the Zones of Regulation.*
- *Our grounds are considered in our active supervision plan to ensure students have safe areas to play and interact. Teachers will actively scan their areas, targeting minor behaviours and redirecting students to safe play. These will be tracked in our Compass System.*
- *During recess and lunch students will have choice for outside play or inside play at the timetabled clubs available, These are calm inside activities to regulate our children.*
- *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. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students. 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, peers support 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

- each year group has a Year Level Leader is 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 our Koorie Education policy and our commitment to the Marrung: Aboriginal Education Plan 2016-2026

- 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 our intervention program and differentiated planning documents.
- 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](#)
- 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
- our students with additional needs are supported through by our Wellbeing and Inclusion program ensuring programs support their learning and additional supports are in place

Individual

Warreen Primary School implements a range of strategies that support and promote individual engagement. These 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 - Targeted intervention for students will be developed and implemented in partnership between the relevant students, staff and parents/carers. This includes parents/carers being actively collaborating with the classroom teacher in the development of an IEP.
- 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 child and adolescent mental health services or ChildFirst/Orange Door

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
- Liaising community groups and translators to build stronger partnerships with NESB families
- 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

Warreen 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 to help identify students in need of support and enhance student wellbeing. Warreen 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
- individual student needs logged onto the school COMPASS system

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 and School Philosophy 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

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy.

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, Warreen 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
- referral to the Assistant Principal
- 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.

The Principal of Warreen 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

Warreen 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 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
- engaging with translators to engage with culturally and linguistically diverse families.
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Warreen 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.

Warreen 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 or our Compass system
- included in staff induction processes
- included in transition and enrolment packs
- included in student diaries so that it is easily accessible to parents, carers and students
- included as annual reference in school newsletter
- made available in hard copy from school administration upon request.

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

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

FURTHER INFORMATION AND RESOURCES

- The Department’s Policy and Advisory Library (PAL):
 - [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](#)
- Related Policies:
 - Child Safety and Wellbeing Policy
 - Bullying Prevention Policy
 - Inclusion and Diversity Policy
 - Statement of Values and School Philosophy
 - Complaints Policy
 - Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	Consultation will occur Term 1 and 2 2024 following the commencement of operations and will include consultation with student representative groups, parent groups, school council
Approved by	Principal

Next scheduled review date	Term 1 and 2, 2024 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.
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