

Student Wellbeing and Engagement Policy



Deanside
Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Business Manager.

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.

Deanside 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 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

Deanside Primary School is located at 38 Conservatory Drive, Deanside, VICTORIA 3336. Deanside Primary School is located in a developing community and is intended to service the Deanside area.

The construction of Deanside Primary School was completed in late 2021 and includes modern and architecturally designed facilities, including an administration building containing a Library, Science, Art and Food Technology spaces, two learning neighbourhoods, sports and performing arts space and outdoor play spaces. The school caters for enrolments from Prep-6 and has an enrolment capacity of 525.

Deanside Primary School's objective is to ensure that all students will attain the knowledge and learning traits that will enable a lifelong love of learning and the disposition and capacity to engage critically and confidently within Australian society.

The Deanside Primary School community is predominately of Indian background with young families, along with this many of the students will speak a language other than English at home. Deanside Primary School will be a central hub for the Deanside community as it grows and develops in the coming years. As part of the community hub, Deanside Primary School hosts out of hours activities to foster community connections.

2. School Values, Philosophy and Vision

Deanside 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, Responsibility and Care at every opportunity.

Deanside Primary School's values are **EXCELLENCE, RESPECT, RESPONSIBILITY AND CARE**.

- To strive for **EXCELLENCE** –
 - We recognise we are all members of the school community who are encouraged to be confident, positive, persistent and resilient, as well as continual drive to achieve our personal best as we embrace new learning.
 - We are 'self-disciplined' and take pride in ourselves and school.
 - We are always ambitious, persistent and maintain a 'growth mindset' when challenged.
- To **RESPECT** –
 - We will respect ourselves, each other and the environment around us.
 - We will treat everyone with tolerance, acceptance and understanding.
 - We appreciate diversity and the worth in others.
 - We ensure our words and body language is positive and respectful.
 - We pride ourselves and using our manners and showing courtesy to other students, staff and visitors to our school.
- To show **RESPONSIBILITY** –
 - We take ownership and are accountable for our actions.
 - We understand that our attitudes and behaviours have an impact on the people around us.
 - We take care of our own and other people's property.
 - We will be organised, ready and prepared for the school day and complete any tasks or duties that have been assigned for completion.
- To **CARE** –
 - We will be polite, friendly, empathetic, inclusive and show genuine kindness.
 - We give our time and resources to help people in need and accept different opinions, cultures, religions and languages.
 - We aim to be consistently honest, trustworthy and display a strong sense of fairness.
 - We are a community of students, staff and families supporting the hopes and educational.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

3. Wellbeing & Engagement Strategies

Deanside Primary School has developed a range of strategies to promote engagement, 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. These strategies are underpinned by our commitment to an engaging learning program focused on the needs and progression of each individual student and monitored through the implementation of the Professional Learning Community.

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
- deliver a broad curriculum including integrated studies and specialist programs such as Physical Education, Performing Arts, Visual Art, Food Technology/ **Kitchen Garden Program** and STEM to ensure that students are exposed to subjects and programs that are tailored to their interests, strengths and aspirations
- supporting teachers to employ the school's current Instruction Model to ensure an explicit, common and shared model of instruction, to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- supporting teachers to 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
- incorporating our school's Statement of Values **and School Philosophy** into our curriculum
- promoting our school's Statement of values to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents, particularly as they relate to behaviours that model and promote our school values
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- provide students with the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- provide 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

- the Assistant Principal is the designated Wellbeing Officer, who monitors the health and wellbeing of students across the school and acts as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all Koorie students will have a targeted individual learning plan and an assigned learning mentor

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan, a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- 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
- teachers will be trained in trauma based approaches through the Berry Street
- teachers will be trained in Mental Health First Aid and will apply this learning to support students suffering anxiety and other related issues.
- *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. The school's Murrung Champion works closely with our KESO to support all students and their specific needs.*
- *all students are immersed in Aboriginal and Torres Strait Islander history and cultures through high quality literature, connections with the Victorian Curriculum. This is evident in our Unit Planners and Inquiry Scope and Sequences.*
- *our English as a second language students are supported through high quality teacher instruction.all culturally and linguistically diverse students are supported to feel safe and included in our school including through the use of the EAL continuum to analyse successes and next steps.*
- *we provide a positive and respectful learning environment for our students who may 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 through 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

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Reflection Meetings](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities/ Disability Inclusion](#)
- [Mental health toolkit](#)
- [BeYou](#)
- [LOOKOUT](#)

Deanside 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 within the classroom to support students
- 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.

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 SSG meetings for all students:
 - with a disability
 - Aboriginal and Torres Strait Islanders
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying Students in Need of Support

Deanside Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our teachers and other staff responsible for student health, safety and wellbeing play a significant role in developing and implementing strategies that help to identify students in need of support and enhance student wellbeing. Deanside 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, intervention, tutoring, 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, 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
- maintain high expectations for the behaviour and performance of themselves, their peers and their community
- demonstrate respect for self and others
- respect the human rights of others
- 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.

6. Student Behavioural Expectations and Management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student behaviour that is deemed to be outside of these expectations will be responded to consistently in accordance with school and Department of Education policies, processes and guidelines. Student bullying behaviour will be responded to consistently with Deanside Primary School's Bullying policy.

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, Deanside 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 implements 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/play
- referral to Assistant Principals
- 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 Deanside Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Deanside 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 SSGs and developing individual plans for students.

8. Evaluation

Deanside 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.

Deanside 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 annual reference in school newsletter
- made available in hard copy from school administration upon request.
- **DOUBLE CHECK THIS INFO**

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 following school policies are also relevant to this policy:

- Statement of School Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy

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](#)

Policy last reviewed	6/6/2024
Consultation	Student representative group: Parents (via newsletter): Staff: 17/6/2024 School council: 25/06/2024
Approved by	Principal- Stuart Telford
Next scheduled review date	6/6/2026