

# Wandiligong Primary School

## 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.

Wandiligong 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

Wandiligong Primary School is located in Wandiligong approximately 330 kilometres north east of Melbourne and 80 kilometres from the regional city of Wangaratta. The school was founded in 1870. The school grounds include the original school building that houses three classrooms, a portable classroom and a separate building accommodating the principal and business manager's offices and staff facilities. The grounds include a covered open learning area, courtyard, tennis court, adventure

playground and an oval. Wandiligong PS consists of two classes, a P-2 and a 3-6, however the school will regularly operate as a whole school our in mixed age groups.

The staffing profile of Wandiligong Primary School includes a principal, 2.6 full time equivalent (FTE) teachers, .1 FTE Art teacher, .1 FTE Library teacher, .2 Language other than English (LOTE) teacher, 1 FTE Education Support (ES) staff and .4 FTE Business Manager.

The school provides an approved curriculum framework differentiated to meet student needs and based on the Victorian Curriculum. Library is provided by the Mobile Area Resource Centre (MARC) and the Mobile Area Arts Centre (MAAC) on an alternating fortnightly schedule. The school provides weekly LOTE (Italian) lesson. It has highly sequenced learning programs across the school and teachers adopt a wide range of teaching strategies to suit the situation.

The school promotes and values high standards in student outcomes, while striving to teach, value and celebrate the uniqueness and differences of each individual. As an inclusive school, every student feels visible and valued. Respect is integral to the school culture and therefore central to all other values.

As a small rural school there is a strong focus on the development of each student and students are adaptive, creative, confident with highly developed social skills.

Staff work closely with each other with regular collaborative planning sessions and a mixture of whole school and mixed age group activities.

The school is also an active member of the Alpine cluster, involved in a range of interschool activities and interacts with the other schools on a regular basis.

## 2. School values, philosophy and vision

### **Philosophy**

Our school philosophy is reflected in our vision, mission and values. This philosophy is enacted daily by the actions of our staff, students and community. It is reflected in our plans for the future, our school documentation and our policies. Our teaching and learning programs are guided by our philosophy and students experience an environment in which all actions are guided by the question - *"Is this aligned with our vision, values and beliefs and is it in the best interests of our students?"* Our personalised learning environment challenges and nurtures students whilst being inclusive to all members of our community.

### **Vision**

To develop confident, inquisitive children who exhibit empathy and understanding and are prepared for future success.

### **Our Values – The Wandil Way**

- Respect - For self, for others, for the environment and community
- Responsibility – For ourselves & our community through all our actions
- Resilience - To rise above challenges

## Engagement strategies

*Wandiligong 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:*

### 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 to ensure that students are able to engage in programs that are tailored to their interests, strengths and aspirations
- teachers at Wandiligong Primary School use the school's instructional framework to provide an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Wandiligong 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 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
- student attendance is monitored and attendance improvement strategies are implemented 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 school captains. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- opportunities for cross—age connections amongst students are created through school plays, athletics, music programs, buddies and peer support programs
- all students are welcome to self-refer to any staff member or the 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
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Resilience, Rights and Respectful Relationships

### Targeted

- Students in Year 6 will participate in a leadership program in which they will attend specific leadership training days and plan and take responsibility for running school events
- Students in Year 6 will formally meet with the principal once per term to discuss whole school issues and give feedback on operations.
- Students at all Year levels will be recognised and rewarded for their academic, sporting, social or emotional achievements
- *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 [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information*
- *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 through whole school instructional models and tiered response to student learning needs through school based staff.*
- *we support learning and wellbeing outcomes of students from refugee background through whole school instructional models and tiered response to student learning needs through school based staff*
- *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*
- *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](#)*
- *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

Wandiligong 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 Plans](#) and/or a [Behaviour Support Plans](#)-*
- *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*

*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*
- *running regular [Student Support Groups](#) meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

## 1. Identifying students in need of support

*Wandiligong 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. Wandiligong 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*

## 2. 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
- 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.

### 3. Student behavioural expectations

*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 Wandiligong School's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Wandiligong School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. 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*
- *restorative practices*
- *detentions*

- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

#### 4. Engaging with families

Wandiligong 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.

#### 5. Evaluation

Wandiligong 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
- SOCS

## 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 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/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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	Feb 2024
Consultation	School Council 23/5
Approved by	Principal
Next scheduled review date	2026