



Wollert
Primary School

Student Wellbeing & Engagement Policy





Student Engagement & Wellbeing Policy



Help for non-English speakers If you need help to understand the information in this policy, please contact the School.

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.

Wollert 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation POLICY



1. School profile

Wollert Primary School was established in 2022 and is located approximately 25 kilometres north of Melbourne. We have a growing population of students enrolled from F to 6 and a growing profile of school staff members.

Our school grounds are rich in cultural heritage with artefacts integrated into the environment. We are surrounded by a supportive community and have the good fortune of sharing our large community site with the 3 and 4 year old Kirrip Kindergarten, Maternal Health Care Service and Wollert Secondary College. Most students that attend our school live locally with the ability to walk or ride their bike to school. Wollert Primary School has developed close ties to the local community, and enjoys support from our local shops and community services. We particularly value the community program developed with a retirement village directly across from the school that provides opportunities for communities of all ages to come together.

Wollert Primary School is a Supported Inclusion School, equipped to cater for a higher than usual proportion of students with disability. Students with disabilities receive enhanced support alongside mainstream students in a safe, accessible and supportive environment.

Our school is culturally diverse with a high percentage of families having a language background other than English (LOTE), with the largest LOTE groups being Indian and Arabic. We are proud of our diversity and inclusive school community.

Our school motto 'Aspirations without Limitations' drives our work with all students. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Wollert Primary School is a Supported Inclusion School (SIS) that provides an environment where all student needs are catered for and everyone belongs. We pride ourselves in delivering high quality education for all in a learning community that embraces and values the uniqueness and character of every student. We believe every student at Wollert Primary School has the right to learn and needs to be supported and celebrated in doing so.

Wollert Primary School's Statement of Values and School Philosophy is integral to supporting this belief 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 Be Kind, Be Curious, Be the Best You, Find Joy at every opportunity.



VISION

Wollert Primary School's vision is 'We Make Learning Happen For All'.

MISSION

Wollert Primary School's mission is to be a school that provides an inclusive, inspiring and joyous learning environment where students are empowered to seize opportunities that help them achieve lifelong aspirations.

OBJECTIVE

Wollert Primary School's objective is to grow the minds and character unique to each child, developing 'I CAN' and 'I WILL' attitudes.

VALUES

Wollert Primary School's values are the behaviours and actions that we commit to. They are: Be Kind, Be Curious, Be Brilliant, Be Joy

Be Kind is being inclusive and supportive of others.

We are friendly, empathetic and treat everyone equally.

Be Kind frames our Social and Emotional brain – We express and demonstrate care, empathy, tolerance, acceptance in our actions of helping, assisting, active listening, noticing, acknowledging and 'heart' language.

Be Curious is always wanting to learn new things.

We ask questions to further our knowledge and stretch our thinking.

Be Curious frames our thinking and wondering brain – we express and demonstrate puzzlement, inquisitiveness, awe and learning in our actions of questioning, challenging, wondering, hypothesising and considering possibilities.

Be Brilliant is striving to always improve and persist through challenges.

We are resilient, risk takers and committed to learning more.

Be Brilliant frames our Achievement brain – we express and demonstrate self-awareness, self-acceptance, tenacity, grit and resilience in our actions of failing and rising, creating our own measures of success while committing to the expectations and agreements we have communally.

Be Joy is finding times that spark our happiness and passions.

We use creativity and fun to help us learn.

Be Joy frames our attitude brain – we express and demonstrate happiness, love, fun, positivity and optimism in our actions of play, humour, light heartedness, silliness, laughter, acknowledgement and appreciation.



Our Statement of Values is available online on the school's website.

3. Engagement strategies

Wollert 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.

Students with a disability at Wollert Primary School will engage in academic instruction alongside their age peers without disabilities, in whole class groups.

Staff will practice positive behavioural supports and interventions to engage students – preventing behaviour, and teaching and reinforcing skills. The school staff will be encouraged and supported to deliver best practice in developing self-determination skills in students including self-awareness, assertiveness, problem-solving and self-advocacy skills.

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
- 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 to ensure that students can participate in or choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Wollert Primary School use a Response to Individual (RTI) Needs model and Gradual Release of Responsibility (GRR) 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 Wollert Primary School adopt a broad range of teaching and assessment approaches (including ABLES where relevant) 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
- 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 Advisory Groups and other forums including Learning Community meetings. Students are also encouraged to speak with their community teachers, community leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing and Inclusion Leader, First Aid Officer, Learning Community Leaders, 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:
 - o Respectful Relationships
 - o Bully Stoppers
 - o Safe Schools
 - o Resilience Project
- programs, incursions and excursions developed to address issue specific behaviour including social and self-regulation needs
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities) • buddy programs, peers support programs.

Targeted

- each Learning Community has a Community Leader, a senior teacher responsible for their community, who monitor the health and wellbeing of students in their community, and act as a point of contact for students who may need additional support
- all students identified as requiring specialised support within our Supported Inclusion School model will be appointed an Education Support staff member, have an Individual Education Plan and a Student Support Group (SSG), inclusive of an Allied Health professional team where deemed necessary
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan, a 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.

Individual

Wollert 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/Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom setup
- referring the student to:
 - o school-based wellbeing supports
 - o Student Support Services
 - o appropriate external support 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
- running regular SSG meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

The following Department information support our school strategies:

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



- [Student Support Services](#)

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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Wollert 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.

Each student with a disability will have a SSG comprising the Assistant Principal or Learning Community Leader, the Classroom Teacher and the parent/guardian/carer. Wollert Primary School understands that collaborating with families is an important element of inclusive education. Our school and teachers will endeavour to develop a partnership with families during the initial transition to ensure positive outcomes for the student for their entire time at Wollert Primary School.

Each student with a disability will have an initial meeting to develop an Individual Education Plan and Behaviour Support Plan (if required). It will also document what additional reasonable adjustments may need to be made to support the student. Regular meetings (depending on student need) aim to discuss progress towards learning goals and agree on any changes required to the supports being provided.

The initial meeting will develop an Individual Education Plan and Behaviour Support Plan (if required). It will also document what additional reasonable adjustments may need to be made to support the student. Regular meetings (depending on student need) aim to discuss progress towards learning goals and agree on any changes required to the supports being provided.

Wollert 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



- 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:

- model positive behaviour to other students
- welcome and respect all students as part of our learning community, inclusive of all needs
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

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 bullying behaviour will be responded to consistently with Wollert Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Wollert 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 time out reflection, 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 Community Leader
- restorative practices
- time out reflection
- 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 Wollert 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

Wollert 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 home learning 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

Wollert 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:

- Parent survey
- Case management
- Student survey Data
- Incidents Data
- School reports
- CASES21, including attendance and absence data
- SOCS

Wollert Primary School will also regularly monitor available data via COMPASS (Chronicle) 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.



Wollert Primary 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 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Approved by	Principal (Kaylene Kubeil on behalf of Leanne Tingwell)
Next scheduled review date	August 2025