

Student Engagement and Wellbeing Policy



Help for Non-English speakers

If you need help to understand this policy, please contact our School Welfare Officer or a member of our front office administration team.

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.

Garrang Wilam 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support

5. Student rights and responsibilities
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Policy

1. School Profile

Garrang Wilam Primary School was established in 2021 and is a proud public education provider, located 22 kms west of the city of Melbourne. The school is located in a tranquil oasis situated in a busy and dynamic region, between Dohertys Road and Leakes Road. The inclusive community surrounding the area is a picturesque streetscape with landscaping and design that has a sense of open space.

The school includes two learning neighbourhoods, administration building, a performing arts and physical education gymnasium, outdoor courts and sports fields.

The early learning centre located alongside the school was opened in 2022, and the additional large sporting complex is currently being established on an adjacent site. Most students that attend our school live locally and walk to school. The school is developing close ties to the community and celebrate its cultural diversity.

2. School values, philosophy and vision

Vision:

Our students excel in the vibrant, positive and connected community we create together.

Mission:

We invite all students to come and learn, to belong and work collaboratively in their pursuit of learning. Our people are invested in deliberate practice to create a community that truly makes a difference. Our community will develop over time through shared experiences and an aligned focus on what matters; learning.

Values:

A respect of all cultures and beliefs is an essential characteristic of global citizens, thus we live by a set of values that underpin this. We want our students, staff, parents and community members to show;

- **Together** -Be a team player:
 - I use my head and my heart to benefit others
 - I am a team player and a good friend
 - I celebrate others achievements

- o I help others succeed
- **Strength** - Be courageous:
 - o I smile and use my manners
 - o I choose to do what is right even when no one is looking
 - o I push through challenges
 - o I know my inner layer holds me together
- **Focus** - Be a learner:
 - o I am ready to learn (Stop, Engage, Track the Speaker)
 - o I actively participate so I can progress
 - o I am curious, creative and ask questions
 - o I am willing to have a go even when it is challenging
- **Lead** - Be influential by:
 - o I use my inner ability to be the best that I can be
 - o I speak up when something feels wrong
 - o I am kind to myself and others
 - o I explain my goals and my thinking

The success of our outcomes is due to our collective approach to Positive Education:

- High expectations
- Clear instructional framework for teaching and learning
- Using evidence and research to make decisions
- Partnerships

Our goals:

1. Student learning growth
2. Empowering student voice, leadership and agency
3. Building pride and confidence

Our values:

1. Safety, people, culture
2. Organisational capacity and capability
3. Consistent teaching and learning framework

Our metrics:

1. Student achievement, student voice, goal development and wellbeing outcomes
2. Parent opinion and contribution
3. Staff development and wellbeing

3. Wellbeing and engagement strategies

Garrang Wilam 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

Garrang Wilam Primary School implements a range of strategies that support and promote universal engagement. These include:

- Implementation of the seven elements of the School Wide Positive Behaviour Framework to engage with our staff and students
- High and consistent expectations of all staff, students, parents and carers
- Implementation of the mandated Respectful Relationships initiative, using the Rights, Resilience and Respectful Relationships (RRRR) Curriculum
- Prioritising 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
- Using the Classroom Instruction that Works 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
- Adopting 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 into our curriculum and promoting 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
- Class reward systems to acknowledge positive behaviour
- Acknowledging student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Providing students with the opportunity to contribute feedback on decisions about school operations through the Student Voice Teams and other forums including year group meetings and Peer Support Groups.

- Encouraging students to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Encouraging students to self-refer to the Student Wellbeing Team, Assistant Principals or 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
- Offering programs, incursions and excursions developed to address issue specific behaviour
- Opportunities for student inclusion (i.e. sports teams, lunchtime activities)

Targeted

Garrang Wilam Primary School implements a range of strategies that support and promote targeted engagement. These include:

- A team leader within each grade who monitors 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. Please refer to our School action plan for Aboriginal learning wellbeing and safety policy for more 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
- we support learning and wellbeing outcomes of students from refugee background through understanding of cultural diversity and our learning with Foundation House to understand the pathways for coming to Australia
- 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 appointed a Learning Mentor, have an Individual Learning Plan and are referred to Student Support Services for an Educational Needs Assessment
- Wellbeing staff undertaking health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff applying a trauma-informed approach to working with students who have experienced trauma through professional learning pertaining to the Berry Street Education Model (BSEM)
- Individual Education plans are written to support students on the Program for Students with Disabilities and Student Support Group meetings are held each semester
- Students who receive equity funding are monitored by the Wellbeing and Leadership teams and any changes to learning patterns are responded to promptly.

Individual

Garrang Wilam Primary School implements a range of strategies that support and promote individual engagement. These include:

- One on one checks in for students with a member of the wellbeing team
- Allocated time with the school accredited therapy dog
- 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 Individual Education Plans and/or 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
 - re-engagement programs

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 or services 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 Student Support Group meetings for all students with a disability or in Out of Home Care and with other complex needs that require ongoing support.

4. Identifying students in need of support

Garrang Wilam 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. Garrang Wilam 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
- regular analysis of Compass chronicle data

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.

<i>Students have the right to:</i>	<i>Students have the responsibility to:</i>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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, staff and families are grounded in our school's Statement of Values and we implement the School Wide Positive Behaviour Framework. Student bullying behaviour will be responded to consistently with Garrang Wilam Primary School's Bullying policy.

The school has a clearly defined set of expected behaviours (expectations and rules), procedures for teaching and practicing expected behaviours, continuum of procedures for acknowledging expected behaviour and a continuum of procedures for responding to problem behaviours. It is expected that students are experiencing success through engaging and relevant content appropriate to their level and appropriate teaching and learning strategies. However from time to time students will experience conflict with each other. It is expected that all staff interact in these matters using a positive conversation intent. They are expected to be calm, consistent, brief, immediate and respectful. It is expected that students will listen to each other and also remain calm and respectful. If a student deviates from the expected behaviours there is a staged response. Responding to inappropriate behaviours continuum below outlines preventive strategies and responses to minor and major behaviours.

Whole School Behaviour Continuum – Garrang Wilam Primary School

Behaviour	Examples	Response	Reward	
POSITIVE	<ul style="list-style-type: none"> Demonstrating expected behaviours Modelling school values 	<ul style="list-style-type: none"> Visual acknowledgment Verbal praise (one-on-one) Verbal praise in front of peers 	<ul style="list-style-type: none"> Dojo points Individual reward (if applicable) 	
Behaviour	Examples	Response	Consequence	Action
Mild	<ul style="list-style-type: none"> Defiance Teasing – one off Swearing – one-off Minor class disruption Stealing – taking classroom objects Property damage – reversible 	<ul style="list-style-type: none"> Prompt – non verbal Prompt – explicit instruction or refer to visual cues / reminders Reminder of correct behaviour 	May not require a consequence If consequence required: <ul style="list-style-type: none"> Restorative conversation Apology Moved from friends temporarily 	<ul style="list-style-type: none"> Teacher – Chronicle entry Student - If consequence issued, student must complete some form of reflection
Moderate	<ul style="list-style-type: none"> Repeated swearing Physical – low level Late or leaving classroom Property damage – permanent Failure to keep hands / feet to themselves Repeated teasing Major class disruption Threats of violence 	<ul style="list-style-type: none"> Provide choices / options to student Re-teach Redirect Seat student on their own Move student to chill out space to de-escalate 	As teacher determines appropriate: <ul style="list-style-type: none"> Restorative conversation Apology Restriction of activities Change of seating Loss of privilege Partial loss of recess / lunch break 	<ul style="list-style-type: none"> Teacher – Chronicle entry Student – Discussion with teacher regarding inappropriate behaviour and subsequent consequences Student - Participation in reflection / restorative with other students impacted
Major	Student is a danger to themselves or others <ul style="list-style-type: none"> Leaving school grounds Major repeated defiance Deliberate disregard of consent Physical violence 	<ul style="list-style-type: none"> Seek leadership support Leadership staff member to take class (if possible) Teacher to work with student (if possible) Student relocated Restorative (when appropriate) 	Classroom incident: <ul style="list-style-type: none"> Consequences (as determined in consultation with leadership) Family contacted -phone/email Yard Incident: <ul style="list-style-type: none"> Re-teach Separation Lunchtime reflection with leadership (next day) 	After 1 major incident: <i>Discuss incident with leadership to determine next steps including:</i> <ul style="list-style-type: none"> Chronicle entry Consequences Phone call / email family or families involved After 3 major incidents: <ul style="list-style-type: none"> Parent meeting with leadership

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.

When a student acts in breach of the behaviour standards of our school community, Garrang Wilam 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 the Year Level Coordinator
- 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 and Training.

The Principal of Garrang Wilam 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

Garrang Wilam 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

Garrang Wilam 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

Garrang Wilam 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 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	March 2024
Consultation	School Newsletter – MArch 2024
Approved by	Principal
Next scheduled review date	March 2026