



# Student Wellbeing and Engagement Policy



## Help for non-English speakers

If you need help to understand the information in this policy, or require it in an alternative format, please contact our school 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.

Streeton 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
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4. Identifying students in need of support
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## POLICY

### Section 1: School Profile

In a beautiful native bushland setting with vast outdoor space sits Streeton Primary School. Established in 1995, following the merger of Watsonia South Primary and Yallambie Primary, Streeton Primary School is located in the City of Banyule, approximately 20km north-east of the CBD. Streeton Primary

School is a community-oriented school with a tradition of providing a quality education to families in the Yallambie and surrounding areas.

Our school has a current enrolment of 155 students spread across 7 classes for 2022. The school population is predominately European in origin with 5 Aboriginal and Torres Strait Islander (ASTI) students. Over the past few years the school has enrolled a number of migrant families and this is adding to the diversity of our population. We currently have 9 English as an Additional Language (EAL) students. We also have a number of economically disadvantaged families and our Student Family Occupation and Education (SFOE) is Low – Medium. Our Equity Funding for Level 1 sits at 11 students and for Level 2, 14 students. We also have 1 student in Out of Home Care (OoHC). The substantive Leadership Team work with Berry Street, CAHMS, Koorie Education Support Officers, Student Support Services Officers, our school psychologist and other external agencies to support all those who require help. Streeton Primary School is the closest school to the Simpson Army Barracks and we have a number of children of serving Defence Force members.

The staff at Streeton Primary School take pride in providing a safe and supportive environment with a strong emphasis on building relationships and student learning outcomes. We provide a range of programs to support and increase student engagement, all the while, promoting our three core values (community, growth and respect). As a school, our aim is to foster independent and empowered learners who have a strong sense of self-belief and self-worth. We encourage our staff, students and parents/carers to value diversity and promote the development of the individual, academically, socially and emotionally.

The improvement of some learning spaces has assisted in significantly adding to student learning and levels of achievement. The teaching and learning areas are bright and well-kept with a wide variety of multi-purpose spaces. There is an emphasis on varied learning experiences, including high quality instructional practice and inquiry-based learning through real-life experiences and flexible learning spaces. We continue to deliver an extensive range of specialist and extra-curricular programs including, Visual Arts, Performing Arts, Physical Education, Mandarin, Library and a Kitchen/Garden Program where our skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices.

The Program for Students with Disabilities (PSD) includes 9 students attending full-time and 1 student attending part-time with a dual enrolment arrangement. The program is inclusive and does not differentiate according to disability. Three Education Support Officers support the program, each working with various students.

The school provides extensive support programs for Student Wellbeing in the belief that all students benefit from a proactive and supportive approach to improving their social competencies. Staff participated in 'Restorative Practice' Professional Development as part of a review of the Student Code of Conduct, now referred to as Student Engagement Guidelines. Staff are also required to complete the annual Protecting Children - Mandatory Reporting course.

Our school grounds are extensive and together with 3 separate adventure playgrounds, we have an oval that provides our students with a vast array of sporting opportunities. We also have 2 basketball courts and 2 netball courts. Our outdoor areas cater for all students and their individual needs including those who wish to engage in active or passive play.

All curriculum planning, implementation and assessment is based on the Victorian Curriculum. Our main priorities for 2022 are in the areas of Learning and Wellbeing. In the area of Learning we are providing additional support for all students whether they need the extra support or whether they are

thriving. This will ensure all students continue to extend their learning, especially in the area of Mathematics. In Wellbeing we are effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. We continue to work with programs such as 'The Six Plus One Traits of Writing', 'Sound Waves' 'Guided Reading' and 'Café'. In addition to this, we have staff members who have completed Professional Development in the area of an evidence-based phonics program. This program, 'Little Learners Love Literacy' is an explicit and sequential literacy program which is now being embedded in our Junior classrooms.

Digital Technologies (DT) are integrated into all curriculum areas enabling students to discover, analyse, communicate and create. Our forward-thinking DT implementation plan ensures Streeton Primary School continues to embrace innovative technologies with school sets of iPads and laptops in the Junior area and a 1:1 device program for students in Years 3 to 6. In addition to the use of devices within classrooms, we also have interactive televisions and digital whiteboards in all of the learning spaces, including the specialist areas.

The school demonstrates extensive curriculum planning and implementation in the use of different learning styles. Staff plan collaboratively with the use of common planning documents. Best practice documents were developed by all teaching teams, covering all curriculum areas, ensuring consistency of content and teaching methods. A whole school approach of Harm Minimization Drug Education that is developmentally, and age, appropriate is taught throughout the school.

In addition to the Victorian Curriculum we have also incorporated into our planning, delivery and assessment, newly released Departmental documents. These include 'FISO-2.0', 'High Impact Teaching Strategies – Excellence in Teaching and Learning', 'Practice Principles for Excellence in Teaching and Learning', 'Peer Observation, Feedback and Reflection: A Practical Guide for Teachers', 'e5 Instructional Model', the 'Literacy and Numeracy Strategy' and 'Amplify - Empowering students through voice, agency and leadership'.

Our Workforce Composition for 2022 includes a Principal, 2 Learning Specialists, 1 Leading Teacher, the equivalent of 11 teaching staff encompassing classroom, specialists and support teachers in both full time and part time positions, 5 Education Support Officers of varying time fractions filling Integration Aide and Administrative positions and a Defence Support Mentor.

## **Section 2: School Values, Philosophy and Vision**

Streeton Primary School has a clear vision, to develop and provide an inclusive, creative and reflective learning culture where each student will become a critical thinker connecting them to their world and equipping them with the necessary skills, knowledge, attitudes, behaviours and values to become an active member of not only our school but the wider community.

The school encourages a sense of community that respects the contributions and rights of all its members. This is achieved through effective implementation and delivery of innovative and purposeful educational programs, targeted at preparing our students for future career opportunities in an ever changing, technically advancing world.

We as a school strive to provide our students with strong sustainability values and understandings through our innovative programs. Our school provides a secure, stimulating and nurturing environment in which students are encouraged to take responsibility for their own behaviour and to respect the rights and needs of others. Within our school we strive to maximise the potential of all students, value high academic expectations of students, teachers and parents/carers as fundamental in promoting a cohesive and stimulating learning community.

We continually evaluate our innovative programs against our student achievement data, and take pride in continuing to strive for excellence. We also embrace the Department of Education and Training's core values of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. These values are of paramount importance when planning for the future of our learners. Our community's shared values are: Community, Growth and Respect. Streeton Primary school values are consistent with our Vision of building high expectations, self-responsibility, self-respect and respect of others in the school community.

Our school fosters strong partnerships between students, staff, parents/carers and the community. Strong communication and relationships across our school helps to achieve our shared school vision. These relationships are essential for maintaining a harmonious environment.

The leadership team highly values the promotion of collaborative teams across its school. This high expectation within the school ensures the continued high achievement from our students and caters for all learners through the delivery of an engaging and differentiated curriculum within our classrooms and outdoor learning facilities.

At Streeton Primary School we have built a culture that we are all learners and are all respectful, responsible, kind and safe. We believe that student achievement, goal setting, wellbeing, student voice and innovativeness are essential in ensuring all students experience success. Learning is a life-long process that supports us to achieve our full potential. To succeed in the future, our students must develop the capacity to learn and adapt, collaborate, innovate, set goals and problem solve. Our school encourages a strong sense of justice and personal responsibility for each other, the community and the environment. Streeton Primary School models mutual respect where safe, positive relationships between all members of our school community is expected and students are encouraged to always do their personal best showing integrity, commitment, persistence and excellence in their work and interactions with each other.

### **Section 3: Wellbeing and Engagement Strategies**

At Streeton Primary School our positive school culture is established on a whole school focus of engaging students to gain the most from every learning situation. We aim to provide students with the skills to be lifelong learners and to provide an engaging curriculum in which to develop these skills. To support this, our Principal and Leadership Team are committed to assisting staff to develop classroom pedagogy and develop an engaging curriculum for all. Effective teaching, sharing of best practice and an inclusive, engaging curriculum based on mutual respect is promoted through professional learning teams. Ongoing and targeted Professional Development are used to increase the capabilities of staff.

Streeton 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 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:

#### **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/carer survey data, student management data and school level assessment data
- teachers at Streeton Primary School use an 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 Streeton 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
- carefully planned transition programs and handover notes to support students moving into different stages of their schooling are an important aspect of our school
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents/carers
- our school monitors 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 Junior School Council, regular meetings with the School Captains and student voice, agency and leadership. Students are also encouraged to speak with their teachers, our school's Child Safety Champion and Principal whenever they have any questions or concerns
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and our Buddies program
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Child Safety Champion 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:
  - Respectful Relationships
  - Berry Street Education Model (BSEM)
  - URSTRONG
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion such as. sports teams, lunchtime clubs and recess and lunchtime library 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
- the use of a whole school approach to discipline and the use of Restorative Practice philosophy and framework to encourage engagement by developing pride, connectedness, respect and responsibility
- whole school shared values, rights and responsibilities are embedded within our school

- encouraging our student leaders through leadership programs such as Young Leaders Conference, and our many opportunities for students to take on leadership roles such as School Captains, House Captains and Vice Captains or be a class representative on the Junior School Council or Green Team
- student voice is encouraged through discussion, surveys, reflections, feedback and the use of thinking tools
- Parents/carers and other community members are welcomed to Streeton Primary School. They assist in many ways including daily reading, kitchen garden program, canteen duty, special days and excursions, Mother's and Father's Day stalls, school performances and the school Fair
- we provide opportunities through our bi-annual school performance, ANZAC and Remembrance Day ceremonies and school choir for students to interact with our community
- cater for the diverse needs of ASD (Autistic Spectrum Disorder) and other Integration students with a well-resourced PSD Support program

### **Targeted**

- each team has a leadership team member responsible for that team, who will monitor the health and wellbeing of students
- 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 – For more information refer to our CUST Schools Planning Template which outlines the strategies we have in place to support our Koorie students
- our English as a second language students are supported through our teaching and learning programs and all cultural and linguistically diverse students are supported to feel safe and included in our school including
- we support learning and wellbeing outcomes of students from refugee backgrounds
- 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 (SSG's) and Individual Education Plans
- wellbeing staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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](#)
- staff are required to complete the annual Protecting Children - Mandatory Reporting course.

### **Individual**

- [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](#)
- [Navigator](#)
- [LOOKOUT](#)

Streeton 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 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 such as Navigator

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 Group (SSG) meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

#### **Section 4: Identifying students in need of support**

Streeton Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, physically and socially. Our Principal along with our Wellbeing team member play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Streeton 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

### **Section 5: 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, 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.

The Victorian Charter of Human Rights and Responsibilities Act 2006 (The Charter) outlines a vision of human rights for all Victorians. The Charter sets out the basic rights, freedoms and responsibilities of all people in Victoria. It affirms that all people are born free and equal in dignity and rights. The Charter contains 20 rights that reflect four basic principles of Freedom, Respect, Equality and Dignity. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)

4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

At Streeton Primary School we expect high standards of student behaviour based on co-operation, honesty, caring and mutual respect and responsibility. We promote the building of a positive, non-discriminatory environment where all our students, parents/carers, staff and members of the wider community embrace diversity and are encouraged to develop strong, supportive relationships.

## **Section 6: Student Behavioural Expectations and Management**

Behavioural expectations of students are grounded in our school's Statement of Values, the Child Safety Code of Conduct and the Bullying Prevention 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 the documents outlined above.

When a student acts in breach of the behaviour standards of our school community, Streeton Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers 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 in accordance to classroom discipline plans and the school's Child Safety Code of Conduct
- 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 for part of recess or lunch - teachers may require students to finish work that has not been completed in class time or undertake additional duties as a consequence of their actions. No more than half of any recess/lunch break will be used for this purpose
- 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 Example 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.

### **Section 7: Engaging with Families**

Streeton 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 and carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff
- providing parent/carers volunteer opportunities so that families can contribute to school activities
- providing appropriate learning for their child
- allowing our families to be heard and involved in decisions relating to their child's learning
- to be kept informed about their child's progress
- providing opportunities for parents/carers to attend Student Progress Meetings and other meetings when organised, and maintain contact with classroom teachers
- including families in Student Support Groups (SSG), and developing Individual Education Plans for students by providing parents/carers with the opportunity to respond to Individual Education Plans and take an active interest in their child's learning
- encouraging families to ensure regular attendance and have students ready for learning every day with appropriate learning materials and attitude
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families

### **Section 8: Evaluation**

Streeton 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

Streeton 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 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 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
- Child Safety Code of Conduct
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	01/02/2023
Consultation	Consultation with School Council is mandatory – 20/02/2023 Other Consultation – Staff via staff meetings
Approved by	Principal
Next scheduled review date	Review cycle for this policy is 1 to 2 years – February 2025