

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Wurruk Primary school and Kindergarten on 5144 2975

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.

Wurruk 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-

Wurruk Primary School is a small rural setting located on the western entrance to Sale, close to the Princes Highway in Gippsland, overlooking the Thompson River. The school opened back in 1883, and this year 2020, proudly opened a brand-new Wurruk Kindergarten learning space onsite.

The School and Kindergarten together are building stronger foundations and closing the gap for our children and their families, enabling access to affordable, high-quality learning environments in our local community of Wurruk. Partnering and openly collaborating with other services to drive positive change for the benefit of all children and their families.

We currently have 50 children enrolled in our educational setting. We run a three-year-old and a four-year-old Kindergarten program and provide three Primary School classrooms, Junior, Middle, and Senior.

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Staff members include a Principal, two full-time Classroom Teachers, two part-time Classroom Teachers, One Early Year's Teacher, supported by a Business Manager, an Early Years assistant, and three Education Support staff.

The school sees its core purpose as providing a sound grounding in Literacy, Numeracy, STEAM, and Thinking Skills, which will allow students to develop to their maximum potential through secondary education and beyond. The organisation of classes is based on a multi-age structure that encourages and enhances individual achievement and social development. Wurruk Primary School is committed to maximizing the educational opportunities for all students with a strong commitment to staff professional development, playing a vital role in achieving this.

Parents are very supportive, and there is a healthy sense of community, all of which contribute to the advantages and unique qualities that exist in the life of a small rural school.

The School Council is continually working towards improvements in the school facilities, grounds, and curriculum provision to provide the best learning outcomes possible for each student.

Wurruk Primary School is a committed member of the Sale Rural Schools Cluster, enabling us to participate in a community of learners, reducing our small rural communities' isolation. We are also a proud member of the Wellington Schools network, which brings together schools across the Wellington Shire.

We provide a welcoming, family-friendly environment for our diverse community.

2. School values, philosophy and vision-

MISSION

Wurruk Primary School's mission is to provide a safe, engaging, community-centred learning environment that harnesses the growth and potential of every student.

"Big Enough for Opportunity, Small Enough to Care."

VISION

Wurruk Primary School's vision aims to promote a love of learning and support learners in becoming curious, reflective, and critical thinkers in a rapidly changing world.

OBJECTIVE

Wurruk Primary School's objective is to:

- Foster tolerance, respect, and acceptance of others.
- Build each student's resilience and self-esteem.
- Promote a strong, supportive partnership between home and the school and the wider community.
- To acquire literacy, numeracy, creativity, and communication skills.

VALUES

Wurruk Primary School has developed a set of School Values. FROGS: Friendship, Resilience, Opportunities, Growth, Safety, which we focus on weekly in our assembly and Respectful Relationship program. Daily, we

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refer to our values in context to encourage common understandings and foster an inclusive and positive environment.

3. Wellbeing and Engagement strategies-

Wurruk Primary School and Kindergarten 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 survey data, student management data and school level assessment data*
- teachers at Wurruk Primary School and Kindergarten use an Gradual Release of Responsibility and workshop model 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 Wurruk Primary School and Kindergarten 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 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 Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, educational support staff, Wellbeing Officer and Principal whenever they have any questions or concerns.*

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- *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 Coordinator, 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*
 - *Bully Stoppers*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

Targeted

- *each class has a teacher responsible for their year who will monitor 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 – refer to Marrung: [Marrung Aboriginal Education Plan 2016-2026.pdf](#) including being connected with our KESO, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.*
- *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.*
- *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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)*
- *all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*

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- *staff will apply a trauma-informed approach to working with students who have experienced trauma making reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups, individual education plans and behaviour support plans.*

Individual

Student specific strategies that may be considered and applied on a case by case basis.

- [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](#)

Wurruk Primary School and Kindergarten 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*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*

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- *in Out of Home Care*
- *with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support-

Wurruk Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The school plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Wurruk 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*
- *Individual Learning Plans*
- *Behaviour Support Plans*

5. Student rights and responsibilities-

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- 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.

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6. Student behavioural expectations and management-

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Wurruk Primary School and Kindergarten 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 wellbeing officer or principal*
- *restorative practices*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Wurruk 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.

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7 Engaging with families

Wurruk Primary School and Kindergarten 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.
- Run share our learning BBQ days each term

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 our Bully Prevention policy.

Schools have a responsibility to provide an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. Wurruk Primary School has implemented the School Wide Positive Behaviour Program since 2016, as part of a Network-wide approach with the Wellington Network. This approach focuses on ensuring that positive student behaviour is acknowledged and encouraged, as well as providing an effective method to monitor, manage and work to improve negative student behaviour. Student behaviour is tracked and recorded by staff in the classroom, playground and bus. Trends in behaviour are discussed with teaching staff, including the Principal, and strategies put in place to implement a whole school approach to positively managing and improving the trended negative behaviour.

Behavioural expectation matrices have been developed by our staff, students and families in our assemblies. Which clearly outline expectations for student, staff and families behaviour whilst at or representing our School or Kindergarten.

Positive acknowledgements are designed to be collaboratively achieved and provide opportunities for all students to achieve a collective success.

Wurruk Primary School seeks to build a positive and inclusive learning environment where all students have the opportunity to experience success. This is supported through inclusive teaching and learning practices and a whole school behaviour management approach. When a student acts in breach of the behaviour standards of our school community, Wurruk Primary 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.

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Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Following our school Values 'The Wurruk Way' FROGS
- Restorative Practice discussions with students involved
- Rethinks
- Withdrawal of privileges appropriate to the behaviour
- Time out in the classroom / or another teacher's classroom
- Letters or verbal apologies written/given
- Individual behaviour management plans
- Counselling
- Clean up duties / amend damages
- Notifying parents of behaviours and future behaviour plans
- Involving community support agencies
- Suspension (in-school and out of school)
- Expulsion within the DET guidelines

Discipline will be applied in a way that is appropriate to the behaviour and upholds the processes of School Wide Positive Behaviour in promoting positive behaviour and applying an appropriate consequence and counselling for negative behaviours.

Suspension and expulsion can only be approved by the principal (or person acting in that role) and Wurruk will follow the process for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance

<http://education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Information on grounds and processes for suspension and expulsion that Boisdale will follow are available from <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Corporal punishment is prohibited in our school and will not be used, nor tolerated in any circumstance.

7. Engaging with families

Parent involvement is positively encouraged through a range of opportunities. Parent feedback and opinion is sought through the Parent Opinion Survey and through the avenues of School Council representation, Parents and Friends Committee participation and involvement in the classroom, parent information session, as well as sporting and swimming activities and events.

School Council

Parents become actively involved in the decision-making process through membership of school council. The group meet once a month to oversee finance, building and grounds with sub committees involved in canteen, parents club and marketing.

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Parents in classroom partnerships

Offer their help in a variety of programs including gardening, cooking, reading, classroom activities, Culture language program, Bike ED, excursions, camps, swimming, and special events. Their ongoing support is a highly valued aspect of our school life, and the school actively fosters an “Open Door” policy.

Teacher, Student, Parent Conferences are held twice a year. These provide an opportunity for students, teachers, and parents to discuss learning progression and areas for further development. Developing individual learning plans together and SSG if required.

Share Our Learning Days with a community BBQ held at the end of each term. Provide an open space for children to share their learning with their families and community member. Celebrating learning together.

The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

8. Evaluation-

Wurruk Primary School and Kindergarten 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
- Compass

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school’s website: <https://www.wurrukps.vic.edu.au/school>
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy in the foyer

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](#)

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2024
Consultation	03/04/2024 Email all Families and Staff School Council
Approved by	Principal
Next scheduled review date	April 2026