

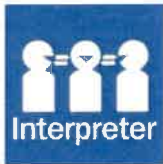
	Hughesdale Primary School	
	Student Wellbeing and Engagement Policy	
Ratified at school Council: June 2022	Due for Review: June 2024	On Website: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Authority (Principal):  Digitally signed by Lisa Gough Date: 2022.06.21 13:30:36 +10'00'	Authority (School Council President): 	



Help for non-English speakers

If you need help to understand the information in this policy, please contact Bridene Forrest (Business Manager) or Amanda Breeden-Walton (Assistant Principal).

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.

Hughesdale 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 (Respect, Resilience, Personal Best, Gratitude and Teamwork).

Scope

This policy applies to all school activities, including camps and excursions.

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Policy

1. School profile

Hughesdale Primary School was established in 1924 and cherishes its history and evolution into the school it is now. Over time our school has met and overcome challenges such as over- and under-population, with rich archival information that is valued by the school and community. Initially a single-story red brick building catered for the 'scholars.' In 1930 a second story was added. In 2011 the multi-purpose centre informally known as 'the Gym' was opened. And in 2019 we welcomed the opening of a new learning space, The Tanner Building, to assist with the enrolment growth currently experienced.

Our motto, 'Aim High,' represents the focus of our school philosophy and is supported by our school values: respect, personal best, resilience, gratitude and teamwork. It is further reflected in the partnership between students, staff, families and the community. We have 568 learners enrolled from Foundation through to Level Six, and 50 teaching and non-teaching staff.

We are fortunate to be surrounded by a fabulous community who highly value education and participate extensively in supporting our school events and initiatives such as our carnival and working bees and as reading helpers. They have a strong voice through the School Council and through a wide range of formal and informal committees and groups such as Parents & Friends.

Most students that attend our school live locally and tend to walk or ride their bike to school. Hughesdale Primary School has developed close ties to the local community, and enjoys support from our local businesses and community services.

Our school is increasingly culturally diverse, with 17% of families who speak a language other than English at home. The three largest language groups being Mandarin, Gujarati and Greek. The school also has a less than 1% representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that educates the whole child, empowers students to 'Aim High' and reach their personal best, both academically and socially.

2. School values, philosophy and vision

Hughesdale Primary School's Statement of Values and Philosophy is integral to the work that we do 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 resilience, teamwork, personal best, gratitude and respect at every opportunity.

Our school's vision is that our students feel empowered as inquisitive, lifelong learners who confidently seek to contribute to our evolving global community with integrity, sensitivity and joy.

Our philosophy, mission and vision are available on our school's website.

3. Wellbeing and engagement strategies

Hughesdale 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 additional 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 are included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- 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 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
- using the Gradual Release of Responsibility instructional framework to deliver 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 and School Philosophy into our curriculum and promoting them to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents/carers
- monitoring student attendance and implementing attendance-improvement strategies at a whole-school, cohort and individual level
- providing students with the opportunity to contribute to, and provide feedback on, decisions about school operations through the Junior Action Group (JAG), and encouraging students to speak with their teachers, Year Level Leader, Assistant Principals and Principal whenever they have any ideas, questions or concerns they wish to raise
- creating opportunities for multi-age connections amongst students through the buddy program, athletics, swimming and performing arts programs
- inviting all students to self-refer to the School Nurse, Year Level Leaders, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind, and proudly having an open-door policy where students and staff are partners in learning
- giving all students a voice through a quarterly wellbeing survey where they can also indicate that a conversation with a specific member of staff may be beneficial to them (e.g. classroom or specialist teachers, previous teacher, Principal, etc.)
- providing opportunities for student inclusion (e.g. sports teams, clubs, recess and lunchtime activities)
- implementing a school-wide wellbeing survey each term to provide additional opportunities for students to share their concerns and feedback
- using the Compass learning management system to track incidents and communications over time

- recognising students who demonstrate our school values through the weekly Hughesdale Hero award that is presented at senior and junior assemblies
- appointing a Child Safety Officer (Assistant Principal) for child safety and wellbeing
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- 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

- appointing a senior teacher to the role of Year Level Leader who is, responsible for their year group, monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- promoting collective responsibility for all students in the year level
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- our English as a second language students are supported through our TSL 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 [insert any specific strategies or measures you have in place to support 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](#)
- 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
- 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](#)

Individual

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances

- meeting with the student and their parent/carer to discuss how best to help the student engage with school
- developing an Individual Education 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 Orange Door
 - 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 meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Hughesdale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Engagement and Wellbeing Team and the School Leadership Team play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Hughesdale Primary School will use 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
- 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 and intimidation
- express their ideas, feelings and concerns
- have their differences valued.

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
- act in accordance with the Guidelines for Acceptable Use of the Internet and Electronic Communications
- respect and value diversity within the community.

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 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, Hughesdale Primary School will institute a staged response, consistent with the Department of Education and Training's Student Engagement and Inclusion Guidelines. 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures.

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

- feedback through the Traffic Light system
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- restorative practices
- referral to the Year Level Leader, Assistant Principal or Principal
- withdrawal of privileges
- behaviour reviews
- 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 Hughesdale Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21 (the mandatory system of record for all Victorian government schools to manage student and school administration processes, including attendance and absence data).

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

7. Engaging with families

Hughesdale Primary School values the input of parents and carers, and we 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 relevant school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with some homework tasks 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

Hughesdale Primary School collects data each year to understand the frequency and types of wellbeing issues that are experienced by our students. This enables us to measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data

- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS (Student Online Case System)

Hughesdale Primary School also monitors 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

We will also follow 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

Approval and review

Policy last reviewed	June 2022
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Consultation	Consultation on this policy is mandatory. Consulted with: May 2021 Engagement and Wellbeing Professional Learning Team June 2021 Teachers during Level Team meetings October 2021 Education Policies Sub Committee May 2022 Newsletter May 2022 Principal class June 2022 Engagement and Wellbeing Professional Learning Team
Approved by	Principal
Next scheduled review date	June 2024 The recommended minimum review cycle for this policy is 1 to 2 years.