



# Student Wellbeing and Engagement Policy

## BANYULE PRIMARY SCHOOL



### Help for non-English speakers

If you need help to understand the information in this policy please contact the school administration team on 03 9459 0732 or [banyule.ps@education.vic.gov.au](mailto:banyule.ps@education.vic.gov.au)

## 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.

Banyule 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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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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## POLICY

### 1. School profile

Banyule Primary School is located in Rosanna and is an important part of a very close local community. Our vision is to develop resilient children in an innovative and supportive learning environment. We place a great emphasis on student welfare and wellbeing, ensuring all children feel happy and safe at school. Our values are: Respect, Responsibility, Care and Compassion, and Doing Your Best. These values form the basis for expected behaviour throughout the school. We also have four learning protocols that underpin our teaching philosophy: Mistake Makers, Effort Generators, Curious Creatures and Feedback Seekers. Together, these 'values' help us to create a positive culture where learning is embraced. Our specialist subjects include: Physical Education, Visual Arts, Performing Arts, Languages (Mandarin) and STEAM.

The Student Family Occupation (SFO) Index is 0.3096. In 2023 the school's enrolment at census was 671 students which comprised 28 classes. The staffing profile consisted of 32.2 full-time equivalent Range 2 teachers and 4.4 equivalent Range 1 teachers. There were 7.4 full-time equivalent Education Support personnel which included classroom integration, office administration, maintenance and first aid staff. The leadership profile comprised one Principal, one Assistant Principal and four Learning Specialists. The Principal Class Members and the Learning Specialists form our School Improvement Team and together this team is responsible for leading change and directing staff towards the achievement of school goals, targets and key improvement strategies.

We also offer EAL (English as an Additional Language) support, Reading Intervention, and Literacy Intervention. We have an established whole-school Student Wellbeing Program, which has a two-year curriculum cycle. The curriculum is well resourced and supported by the Respectful Relationships program, Peaceful Kids mindfulness and resiliency building program and the UR Strong Friendship program. These sessions are facilitated by class teachers and complement our school values and learner protocols.

Students learning is assessed through a rigorous process so that individual needs are identified, catered for and monitored, including high performing students. Teachers are highly motivated, dedicated and extremely passionate about their job. Planning documents reflect time spent differentiating the curriculum to cater for the learning needs of all students. Student leadership is very strong and highly valued at Banyule PS. The home-school partnership is very supportive with everyone working together to provide the best possible learning environment for our students. Parent/carers involvement is welcome at our school. We encourage attendance by closely monitoring data and reminding parents *Every Day Counts*. Parents are reminded of DET Attendance guidelines in the newsletter on a regular basis.

Our facilities include a competition sized gymnasium, synthetic turf oval complete with its own adventure playground, a large outdoor shelter, shaded seating areas and well-equipped classrooms, all with heating and cooling, laptops, iPads, and TVs for all rooms.

The parent community, including School Council, are very positive and supportive and together we work in partnership to ensure that the best possible outcomes and learning environment for students can be achieved. A highlight for our school in 2023 was the constitution of a new sub-committee of School Council with the purpose to bring the community together. The Community Engagement Committee was formed and has resulted in a significant increase in parent participation and involvement in school activities.

## 2. School values, philosophy and vision

Banyule Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community.

### VISION

Banyule Primary School's vision is to have a diverse and caring community, working together to develop self-reliant children in an innovative and vibrant learning environment.

### MISSION

We strive to develop a 'learning community' in which all members perform and achieve in a vibrant, positive and caring community.

### OBJECTIVE

Banyule Primary School's objective is to;

- empower all children to pursue life-long learning
- provide an education program that nurtures creativity and a sense of wonder

- ensure a safe, caring, inclusive environment
- motivate all children to value and strive for their personal best
- develop a feeling of belonging to community and enthusiasm for life.

## VALUES

Our school values guide us in all that we do. They provide the foundation for expected behaviours for students, staff and families. Our social values are;

- Respect
- Responsibility
- Care and Compassion
- Doing Your Best

Our learner protocols sit alongside our social values and provide students with a focus on the behaviours that good learners demonstrate. Our learning protocols are;

- Effort Generators
- Mistake Makers
- Curious Creatures
- Feedback Seekers

### 3. Wellbeing and engagement strategies

Banyule 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 - Tier 1

- 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 a consistent instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, and ensure high impact teaching and wellbeing 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 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
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents

- staff monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- providing opportunities for students to contribute to, and provide feedback on, decisions about school operations through the Junior School Council and other forums including class meetings. Students are also encouraged to speak with their teachers and the Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through buddy programs, peers support programs
- engaging in a school wide Student Wellbeing curriculum plan which includes programs such as:
  - UR Strong
  - Peaceful Kids
  - Respectful Relationships
  - Bully Stoppers
  - Child Wise
- implementing programs, incursions and excursions developed to address issue specific behaviour
- monitoring the health and wellbeing of students in the cohort through regularly timetabled discussion items at PLT meetings
- appointing a Student Wellbeing Program coordinator to support staff to plan and implement the two-year curriculum plan and communicate the contents of the plan with parents and carers.
- identifying measures 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.
- 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 - Tier 2

- 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 Cultural Safety Action Plan for further information
- 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 backgrounds through meeting individual needs where necessary
- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department’s policy on [LGBTIQA+ 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
- 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 - Tier 3

Banyule Primary School implements a range of strategies to support and promote individual engagement that are considered on a case-by-case basis. 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

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 the regional Koorie Engagement 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

Banyule 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. Banyule Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance, detention, and suspension data
- engagement with families
- self-referrals or referrals from peers

#### 5. Student rights and responsibilities

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

Students have the right to:

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

Students have the responsibility to:

- 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.

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, Banyule 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.

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 Principal or Assistant Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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.

The Principal of Banyule 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

Banyule 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/carer 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 when appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Banyule 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/carer survey
- case management
- CASES21, including attendance and absence data
- SOCS

## 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
- 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](#)
- [LGBTIQA+ 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	August 2024
Consultation	School Council, September 04, 2024
Approved by	Principal, September 04, 2024
Next scheduled review date	September 2026