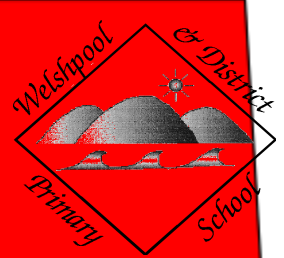


# Student Wellbeing

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## Help for non-English speakers

**If you need help to understand the information in this policy, please contact Welshpool and District Primary School on 03 5688 1460 or [welshpool.ps@education.vic.gov.au](mailto:welshpool.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.

Welshpool and District 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

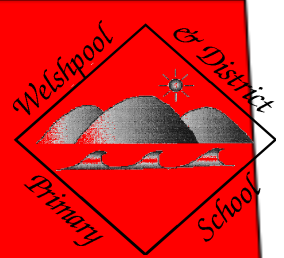
Welshpool and District Primary School is a school formed from the merger of Port Welshpool Primary School and Welshpool Primary School. Located centrally between Foster and Yarram in South Gippsland, the school's enrolment is drawn from the township of Welshpool, the fishing village of Port Welshpool and the rural communities of Hedley, Wonyip, Woorarra, Binginwarri and Agnes. A significant number of our students travel to school on the school bus.

The school is strategically placed around a historic building, which houses an administration area and classroom. Other facilities include two buildings, a full size basketball court, full sized oval, a large adventure playground, and a multi-purpose hall.

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The school and its community are actively involved in interesting and challenging activities that enhance the student's educational experience. Welshpool and District Primary School sees itself as a friendly and welcoming school with a rural setting. It is integrally involved in the community on a variety of levels ranging from participation in local events to providing facilities and services.

## 2. School values, philosophy and vision

Welshpool and District 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. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school empowers all students to embrace learning, achieve their personal best while developing their emotional, social and physical wellbeing, and through this make positive contributions to the community.

Our school values of

**Excellence** – value of learning and achieving to their full potential

**Respect** – respectful and friendly interactions between staff, students and community

**Community** – feel valued, safe and supported in an environment that celebrates inclusivity

underpin the way we teach, learn and interact within our community.

At Welshpool & District Primary School we also value:

Equality of opportunity for all children, irrespective of class, gender, race or religion in order to achieve maximum personal and academic growth.

Effective communication between individuals and groups that enable friendly and valuable relationships within the school, its neighbourhood and the general community.

Children's ability to achieve their potential academically, physically and socially.

Partnerships with parents and family, which encourage students to become increasingly independent, responsible and compassionate individuals with a positive attitude to life.

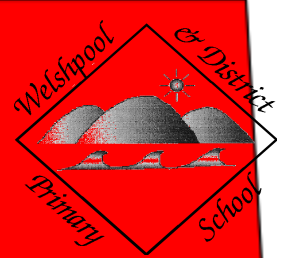
## 3. Wellbeing and Engagement strategies

Welshpool and District 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.

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

## Universal

Our focus is on providing a teaching and learning atmosphere based on community happiness and excellence, which improves student learning across all curriculum strands. A decrease in student behaviour issues in classrooms and the playground reflects a strong commitment to creating a happy and safe environment for our students.

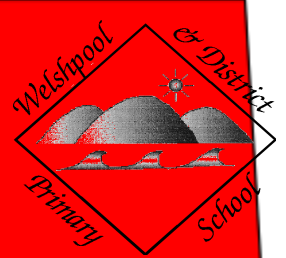
We nurture our students, empowering them to deal positively with life's challenges. They experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful adults.

- 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 Welshpool and District Primary School use The Gradual Release 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 Welshpool and District 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 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, Year Level Coordinator, Assistant Principal 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 Wellbeing teacher, Inclusion Teacher or Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o Respectful Relationships
  - o Bully Stoppers
  - o Rock and Water
- 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

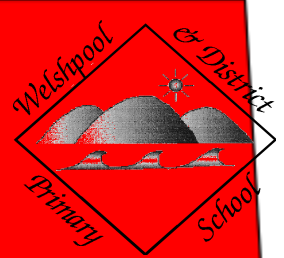
## Targeted

- all staff are responsible for all students, who monitor the health and wellbeing of students, 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. Students will be supported by Department Koori Engagement Support Officer.
- our English as a second language students are supported through our EAL program
- 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

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## Individual

Welshpool and District 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*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *and with other complex needs that require ongoing support and monitoring.*

## **4. Identifying students in need of support**

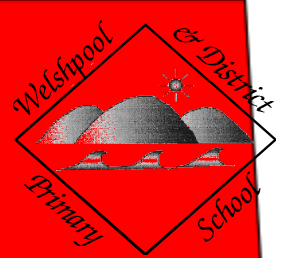
Welshpool and District Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Welshpool and District 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

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- 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.

## 6. Student behavioural expectations

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 Welshpool and District Primary School's Bullying policy and the School Wide Positive Behaviours.

When a student acts in breach of the behaviour standards of our school community, Welshpool and District 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.

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.

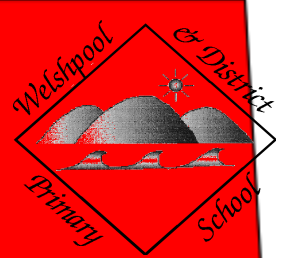
Disciplinary measures that may be applied include:

- 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
- restorative practices

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- detentions
- 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 Welshpool and District 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

Welshpool and District Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

*We work hard to create successful partnerships with parents and carers by:*

- *ensuring that all parents have access to our school policies and procedures, available on our school website*
- *maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.*
- *providing parent volunteer opportunities so that families can contribute to school activities*
- *involving families with homework and other curriculum-related activities*
- *involving families in school decision making*
- *coordinating resources and services from the community for families*
- *including families in Student Support Groups, and developing individual plans for students.*

## 8. Evaluation

Welshpool and District 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.

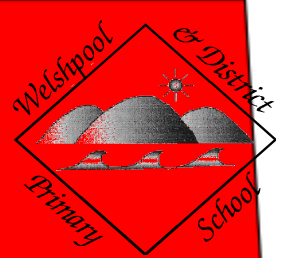
Sources of data that will be assessed on an annual basis include:

- *student survey data*
- *incidents data*

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- *school reports*
- *parent survey*
- *case management*
- *CASES21*
- *SOCS*

Welshpool and District 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 in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## Further information and resources

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

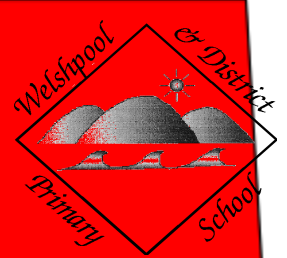
- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)



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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

<b>Policy last reviewed</b>	<b>September 2023</b>
<b>Consultation</b>	<b>School Council September 2023</b> <b>Student Leadership September 2023</b> <b>Staff September 2023</b>
<b>Approved by</b>	<b>Principal</b>
<b>Next scheduled review date</b>	<b>Before September, 2025 – noting a 2-year review cycle</b>