



Newsletter: 1 Thursday 6 February 2025

Vision:

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.

Welcome back

As Ethan said at assembly last week, 'We have had a cracker start to the year!' The students have all settled in nicely and are enjoying being back at school. We welcomed 3 new preps; Camilla, Nhius, and Rose. We also have a few new faces on the staff. In this newsletter we introduce you to them and reintroduce our existing staff. Please feel free to contact staff with any questions and/or concerns you may have across the year.

A reminder to all our families that our school uses Compass as a reporting, attendance and communication tool. New families should have received your log in details from Sandra. Just a reminder to all parents when entering your child's absence, if you choose '**parent choice**' please ensure you enter a comment as to the reason why your child is absent from school as this can determine if we re-code the entry in accordance with DET policy. Again please feel free to ask Sandra or your child's classroom teacher if you require support with Compass.



Over the holiday break you may have noticed the redevelopment works on the front entry. A big shout out to Leigh at ENSO Landscaping who removed 2 layers of 40 years asphalt and created a beautiful school entry. We are hoping for some rain to assist with the growing of new grass alongside of the main building and to help establish the new plants.



Important Dates for the calendar

February

No Preps in on Wednesdays in February
Monday 3rd – Friday 7th School swimming (no Preps on Wednesday)
Tuesday 11th School Council meeting
Friday 14th District swimming
Thursday 27th School photos

March

Tuesday 3rd and Wednesday 4th Parent/Teacher interviews
Monday 10th Labour Day Public Holiday
Tuesday 11th School Council AGM
Wednesday 12th-Monday 24th NAPLAN testing period
Thursday 27th Prom Coast Athletics Grades 3-6

April

Wednesday 2nd District Athletics
Friday 4th Last day term 1 early dismissal 2:30 finish

As always, if you require anything please do not hesitate to contact us, either via the office or directly to the classroom teacher.

Gabrielle Boyd
Principal
Little School, Big Heart



WELSHPOOL AND DISTRICT PRIMARY SCHOOL NO: 5396

Address: 5960 South Gippsland Highway, Welshpool Vic 3966
Phone: 03 56881460 Mobile: 0428 444 292
Direct Deposit Details: BSB 633-000 Account No: 156869083 Bendigo Bank Toora



Child Safety Standards

What to Expect at Welshpool and District Primary School

- Everyone connected to our school can help children be safe
 - We have a **zero tolerance for any abuse to children**
 - We have policies and process in place to protect the care. Safety and welfare of children
 - The Child Safety Standards go further than child protection arrangements did in the past
 - The Child Safety Standards apply to all school staff, volunteers, contractors, visitors and student family members
 - Keeping children safe is everyone's responsibility
 - We want to ensure you know how we are keeping the students safe at school, and how we'd like you to support us.
 - Unsupervised contractors will be asked for a current Working With Children Check if they are at school during school hours (8:30am—3:30pm)
 - All volunteers need to have a current Working With Children Check .
 - All people who attend the school (other than parent pick up and drop off) will be required to sign in.
-
- In line with our child safe processes, if parent/guardian/family member/friend/etc picks up a student early from school, they **MUST** sign student out on Ipad at the office, and verbal/email consent provided.

REMINDER TO PARENTS, ENTERING ABSCENCES ON COMPASS .

If a student is **absent** from school, please ensure you make the appropriate entry on Compass with the relevant code applicable. Unexplained absences must be identified.

If a student is **late**, parents are required to sign them in on the Ipad in the office and hand the printed slip to the classroom teacher or office admin, for role marking.

Did you know that Welshpool and District PS is on the Bushfire Category 4 list?

Did you know that Welshpool and District PS is on the Bushfire Category 4 list?

Our school has been identified as being at risk of bushfire or grassfire and will close on a day forecasted as catastrophic fire danger rating in West and South Gippsland fire district.

Attached to this newsletter is more information about what happens on these days and how families will be notified. Please read over the information and make yourself aware of the processes around this.

If you require any additional information, please contact Gabbi.



Schools on the Bushfire Category 4 List.

School preparations for the bushfire season

Each year, we undertake a range of activities to ensure the safety of our school and to prepare for bushfires and grassfires.

An important part of this process is communicating to parents what will happen when certain fire danger ratings are issued to help ensure the safety of students and staff.



Our school has been identified as being at risk of bushfire or grassfire and is a Category 4 school.

Our school will close on a day forecasted as Catastrophic fire danger rating in West and South Gippsland fire district.

Closure of the school due to a Catastrophic fire danger rating will be enacted when the Bureau of Meteorology forecast, and related public safety messaging are confirmed. Due to uncertainties in the forecast, the timing of this confirmation may vary. Information regarding potential or confirmed Catastrophic fire danger days will be communicated to you by Compass, which is the school's main means of communication. Letters may also be sent home with students.

It is also important to be aware that:

- No one will be on site on days where the school is closed due to a forecast Catastrophic day.
- Out-of-school-hours care (if applicable) will also be cancelled on these days.
- All bus routes that travel through the Catastrophic area will be cancelled.
- School camps will be cancelled if a Catastrophic fire danger rating day is forecast for fire weather district in which the camp is located, or if the travel involves passing through areas that have Catastrophic fire danger.

As part of preparing our school for the fire season, we have updated and completed our Emergency Management Plan and clearing our grounds.

What can families and the school community do to help us prepare?

- Ensure we have your current contact details, including your mobile phone numbers.
- Keep in touch with us by reading our compass notifications and newsletters.
- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements if our school is closed due to Catastrophic fire danger. Further information can be found on the [CFA's website](#).
- Action your family's bushfire survival plan if your own triggers are met. Our school community may be spread out across many areas and some families may be at higher risk than others. Your family's safety is critical, so please let us know if you are actioning your bushfire survival plan and if your children will be absent on these days.
- If your child is old enough, talk to [them about bushfires](#) and your family's bushfire survival plan.

Families are encouraged to action their [Bushfire Survival Plan](#) on Catastrophic fire danger rating days in their district. The safest option is to leave the night before or early on the morning of the Catastrophic day. On such days, children should never be left at home alone or in the care of older children.

You can find more information on emergencies, warnings and preparedness actions here:

- VicEmergency app – that can be downloaded on your android and iOS mobile devices
- VicEmergency Hotline (1800 226 226)
- Website <https://emergency.vic.gov.au>
- Facebook (<https://www.facebook.com/vicemergency>)
- Twitter (<https://twitter.com/vicemergency>)
- ABC local radio, Sky News and other emergency broadcasters

Frequently Asked Questions

What is the department's policy?

The Department of Education annually assesses the fire risk of all schools and early childhood services with the support of the Commonwealth Scientific and Industrial Research Organisation (CSIRO). They are allocated a category of risk (categories 0 to 6). Schools and services that are Categories 0-3 are published on the [Bushfire At-Risk Register \(BARR\)](#). Schools at some risk of bushfire and grassfire are published on the [Category 4 List](#).

The department's [Bushfire and Grassfire Preparedness Policy](#) requires all schools and early childhood services on the BARR and the Category 4 List to close when a Catastrophic fire danger rating day is forecast in their fire weather district. All school bus routes which travel in or through a district with Catastrophic fire danger must also be cancelled.

The policy also requires that schools at the highest risk of bushfire (those in Categories 0, 1 and 2 of the Bushfire At-Risk Register) enact pre-emptive action plans based on the fire danger forecast for their Local Government Area (LGA).

Who issues fire danger forecasts?

The Bureau of Meteorology (BoM) provides public fire danger rating forecasts each day of the fire danger period using fire weather district areas. In Victoria, there are 9 fire weather districts, which are based on Local Government Area boundaries.

The department uses these forecasts when supporting schools to enact their pre-emptive bushfire actions plans.

WDPS Looking ahead 2025



	Monday	Tuesday	Wednesday	Thursday	Friday
TI WEEK 2	<u>February 3</u>	4	No Preps 5	6	7
	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING
TI WEEK 3	10	School Council 11	No Preps 12	13	District Swimming Toora Pool 14
TI WEEK 4	17	18	No Preps 19	20	21
TI WEEK 5	24	25	No Preps 26	School Photos 27	28
TI WEEK 6	<u>March 3</u>	4	5	6	OT 7
	PARENT/GUARDIAN TEACHER INTERVIEWS				
TI WEEK 7	Public Holiday 10	School Council AGM 11	12	13	14
TI WEEK 8	17	18	19	20	OT 21
TI WEEK 9	24	25	Immunisation session 26	Prom Coast Athletics Grade 3—6 27	District Swimming Korumburra 28
TI WEEK 10	31	<u>April 1</u>	District Athletics 2	3	Last day Term 1 2.30 finish 4



**ASSEMBLY 3PM
FRIDAY'S**

P/1 Classroom



Welcome back P/1!

It has been great having our new prep students start at school. Our grade 1 students have been extremely helpful and kind towards our new friends, helping them learn their way around the school yard and classroom as well as supporting them in learning and friendships.

During week 1 & 2 students in the P/1 classroom have been participating in a range of back-to-school activities and the learning of classroom routines and structures. Students have also participated in assessments in reading, writing and maths. These assessment results will be used to plan and support students in their learning.

Working in the P/1 classroom this year we have Chloe Wade as classroom teacher, alongside Ella Rendell and Denise Sheedy as education support. We are all extremely excited for the year ahead!

Mrs Wade



2/3 Classroom



Welcome to the Grade 2/3 classroom for 2025. This year the classroom teacher is Chloe Matthews (middle), with Indi (left) and Hazel (right) supporting your children in their Education Support roles.



We have had an amazing start to the 2025 school year with many activities to share; our holiday stories and continue to get to know our classmates and teachers. Each student has showcased their writing skills in a 'Letter to My Future Self', allowing for future reflection and goal setting - we will be returning to these letters later in the year. The playground continues to be a class favourite at recess and lunchtime, as well as our morning discussions about anything exciting that has happened over night or on the weekend.



I look forward to meeting all parents/guardians in the coming weeks. In the meantime, please feel free to contact me.

Email: Chloe.Matthews@education.vic.gov.au

kindest regards,
Chloe Matthews

4/5/6 Classroom



Welcome to 4/5/6 for 2025! This year in 4/5/6, the students will be supported by me (Mia Reber-Ewin), alongside Jaimee and Sofie as ES staff. We are looking forward to the year ahead and supporting your children as they learn and grow in 4/5/6.



The grade 4/5/6 students have had an amazing start to the year, returning to the classroom with a lot of energy for their learning and enthusiasm to spend time together. Over the past week, we have spent time sharing our favourite moments from our holidays, creating classroom agreements together and learning to work as a team. We have been adjusting to the routines of the senior classroom, and I have been very impressed with how well the 5/6 students have settled back into learning and the grade 4s have transitioned into their new space with ease and smiles on their faces!



If you ever require anything at all, please don't hesitate to contact me at:

Mia.reber-ewin@education.vic.gov.au

Miss Reber



WELSHPOOL & DISTRICT PRIMARY SCHOOL

5960 South Gippsland Highway, Welshpool Vic 3966 Phone: 03 5688 1460

ABN 25 484 307 847

Email: welshpool.ps@education.vic.gov.au

Website: <http://www.welshpoolps.vic.edu.au>

October 2024

Dear Parent/Guardian,

Welshpool & District Primary School is looking forward to another great year of teaching and learning and would like to advise you of Welshpool & District Primary School's voluntary financial contributions for 2025.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

We want to thank you for all your support, whether that is through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to organise and coordinate the best possible programs outside of the traditional teaching and learning classroom structure. These financial contributions assist us with the purchasing of art, science and physical education equipment and resources. This in turn supports them to be exemplary programs, together with our exceptional classroom teaching of the established subjects such as Reading, Writing and Maths.

For further information on the Department's Parent Payments Policy please see a one-page overview attached.

Yours sincerely,

A handwritten signature in blue ink that reads "Gabrielle Boyd".

Gabrielle Boyd
Principal



Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
<i>Classroom consumables, materials & equipment:</i>	\$60
<ul style="list-style-type: none"> • 10 x workbook • 10 x pen • 5 x eraser • 5 x glue • 4 x grey lead pencil • 1 x sharpener • 1 x text book • 1 x pencil case • 1 x ruler • 1 x packet of textas • 1 x packet of highlighters • 1 x packet of pencils 	
<i>Online English/Mathematics Program Subscriptions</i>	\$30
<ul style="list-style-type: none"> • P-3 Maths Seeds / 4-6 Mathletics (\$15) • P-6 Reading Eggs (\$15) 	
<i>Printing and photocopying of worksheets and learning materials</i>	\$5
<i>Provision of ICT devices for classroom use</i>	\$5
<i>MARC Van</i>	\$10
<i>CEP cultural experiences</i>	\$10
Sub-Total Total Amount	\$120.00
Other Contributions - for non-curriculum items and activities	Amount
<i>Sports Association Membership</i>	\$10
<i>School grounds maintenance and improvements</i>	\$20
Total Amount	\$150.00

Extra-Curricular Items and Activities

Welshpool & District Primary School offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis.

No payment is required for these items or activities at this time – electronic permission forms and payment requests will be sent out to families throughout 2025.

Extra-Curricular Items and Activities
<i>Optional Grade 6 T-shirts</i>
<i>Optional Whole school photos</i>
<i>Optional swimming program</i>
<i>Optional sports programs</i>
<i>Other optional excursions to be scheduled</i>



Financial Support for Families

Welshpool & District Primary School understands that some families may experience financial difficulty and offers a range of support options, including:

- the Camps, Sports and Excursions Fund (CSEF)
- State School Relief
- Payment plans for Extra-Curricular Items and Activities.

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, contact:

Sandra Hoy

Ph: 03 5688 1460 | Email: Sandra.Hoy@education.vic.gov.au

Total

Category	
Curriculum Contributions	\$120.00
Other Contributions	\$30.00
Total Amount	\$150.00

Payment methods

Payment can be made by cash, cheque or direct deposit.

Account details: BSB 633-000

Account Number: 156869083

Account Name: Welshpool and District Primary School

Please quote Parent Contribution 2025 (then family name) as a reference.

For example: Parent Contribution 2025 Boyd

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and Guidance, Financial Help for Families Policy and any other relevant information.



PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil requirements of the Curriculum. This includes the Victorian Curriculum F-10, The Victorian Certificate of Education (VCE) including the VCE Vocational Major and Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.



Free Health, Wellbeing and Development Checks for Prep Students

Dear Foundation Parents/Carers,

The Primary School Nursing Program is a free service offered by the Department of Education to all prep/ foundation students and their families during their child's first year of school.

The program aims to assist in the early identification of children with potential health, wellbeing or development concerns which may impact on their education and offers screening (such as hearing, vision, speech, dental and motor skills) as well as advice, information and referrals to other health and support services.

Parents / carers can support their child's participation in the program by completing an online School Entrant Health Questionnaire. Soon, a postcard about the Primary School Nursing Program and information about how to access and complete the SEHQ, will be sent home.

You can access and complete the online questionnaire on a mobile phone, computer or tablet. A paper version of the questionnaire is available from your child's school if you prefer.

Once the questionnaire has been submitted, the Primary School Nurse will visit your child's school to conduct further health screenings for students that require it.

The nurse may contact you to further discuss any concerns raised in the questionnaire, using the details you provided.

Soon, information about the Primary School Nursing Program, including how to access and complete the School Entrant Health Questionnaire, will be sent home. Participation in the program is not mandatory and parent/carer consent is required for the Primary School Nurse to see your child.

If you do not wish to participate, you are encouraged to register and select 'No I do not consent' in the online questionnaire so that your response is recorded.

Visiting School Nurse Details:

T: 0458 816 694

E: Bernice.Walker@education.vic.gov.au

Department of Education



VicStudents Parent/Carer Guide

Register for a VicStudents account

1. Select the following link:
<https://students.educationapps.vic.gov.au/s/>
2. Select **Register**
3. Read the acknowledgement and select **Continue**
4. Enter your details (parent/carer details, not student details)
5. Check your inbox for verification email (check spam folder)
6. Select the link emailed to you to complete registration
7. Set a new password when prompted
8. Select **Change Password**
9. You will land on the portal homepage

Ongoing access to the VicStudents portal

1. Select the following link:
<https://students.educationapps.vic.gov.au/s/>
2. Enter your login details
3. Select **Log in**
4. When logging in on a new device, you will be prompted for a verification code
 - Check your email for the code
 - Enter code and select **Verify**
5. You will land on the portal homepage

Manage your **Profile** and **Logout** via the menu



© Department of Education



Primary School Nursing Program

School Entrant Health Questionnaire

The Primary School Nursing Program is a free health and wellbeing service offered to all Victorian students in their first year of school.

The program aims to assist in the early identification of children with potential health, wellbeing or development concerns which may impact on their education and offers screening which may include:



Hearing



Vision



Speech



Dental



Motor skills

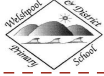


Behaviour and social skills

The Primary School Nurse also provides advice, information and referrals to other health and support services.

Information about the Primary School Nursing Program, including how to access and complete the School Entrant Health Questionnaire, will be sent home soon.





Parents & Friends Association (PFA)

URGENT **VOLUNTEERS NEEDED**

In order to continue our Hotdog Wednesdays we are desperately needing more volunteers. If you can assist us with any dates during the year please make contact with Lisa Van Kuyk or the school office.

**HOTDOG
WEDNESDAY
ORDERS IN BY**



SCHOOL BBQ ROSTER

Term 1

January

Wed 29th *Jayde*

February

Wed 5th Sandra

Wed 12th *Kerri*

Wed 19th Sandra

Wed 26th *Lisa V*

March

Wed 5th Sandra

Wed 12th *Kerri*

Wed 19th Sandra

Wed 26th *Jo*

April

Wed 2nd Sandra



WDPS HOTDOG ORDER FORM



NAME: _____

	Description	\$	QTY	Total \$
Hotdog		\$2.00 ea		
Drink	Choc/Straw/Plain Milk	\$1.50 ea		
	Juice Box	\$1.50 ea		
Icy Poles	Various Flavours	\$0.50 ea		
				\$

Community Information & Events



4-WEEK POP UP BLAST

Sign up to our 4-week action packed program and share the joy of cricket with exciting games, learning and friendships.


Foster Cricket Club
Dates: Tuesday- 25 Feb, 4 Mar, 11 Mar, 18 Mar
Time: 4.30-5.30pm
Scan the QR code or click this link to register!



Sign up Today!
[Play Cricket](#)

PROUDLY PRESENTED BY  

JUNIOR PATHWAY





From Woolworths Cricket Blast through the Junior Cricket stage, all kids can advance their skills and discover how awesome it is to be part of a team through fun game-based activities. The stages have been developed based on academic research, testing and community feedback.

This includes consideration for physical, mental and emotional development. Participation and progression through the stage is based on ability level, therefore the ages are indicative only. Players are encouraged to participate at a stage appropriate for them.

Woolworths CRICKET BLAST	LEARN THE SKILLS THROUGH FUN, PROPPED GAMES	LEARN THE SKILLS THROUGH GAMES UP TO 10 YEARS
<ul style="list-style-type: none"> SKILLS SAID FIRST LEARN THE SKILLS THROUGH FUN, PROPPED GAMES PREPARE KIDS FOR JUNIOR CRICKET 	<ul style="list-style-type: none"> 7 PLAYERS 100 METRE 30 OWNS 	<ul style="list-style-type: none"> LEARN THROUGH PLAY UNDER 11
<ul style="list-style-type: none"> 2 PLAYERS 50 METRE 30 OWNS 	<ul style="list-style-type: none"> 400 BOUNDARY 300 METRE 30 OWNS 	<ul style="list-style-type: none"> PLAYERS AND COMPETITIVE UNDER 13
<ul style="list-style-type: none"> 11 PLAYERS 50 METRE 30 OWNS 	<ul style="list-style-type: none"> 400 BOUNDARY 300 METRE 30 OWNS 	<ul style="list-style-type: none"> PLAYERS AND COMPETITIVE UNDER 14-16

Play Cricket

PROUDLY PRESENTED BY  

100,000 temporary jobs

Register to work at the federal election

Work before, on and after election day in metro, regional or remote areas.

-  All jobs are paid
-  No experience is needed
-  Paid training is provided

[Register now](#)

 aec.gov.au/electionjobs
 If you registered before July 2024, you need to re-register.

Authorised by the Electoral Commissioner, 10 Mort Street, Canberra, ACT

Introduction

The Australian Electoral Commission (AEC) has up to **100,000 paid temporary jobs available** to help deliver the next federal election. There is a range of jobs, and **no election experience is required**. Jobs are available all around Australia, in metro, regional, rural and remote areas. Most jobs are on voting day and some are in the weeks before and after.

We only have a short period of time to employ our workforce, and we're asking for your help to spread the word about the opportunities.

In this kit you'll find resources to let people know about the temporary jobs working at the election.

For more information visit aec.gov.au/electionjobs or contact us at electionjobs@aec.gov.au

Workforce diversity

The AEC strives to have a workforce that reflects and supports the diverse community we serve.

We encourage people from all backgrounds and locations to join our team, including First Nations peoples, people with disability and people from culturally and linguistically diverse backgrounds.

Political neutrality

The Australian Electoral Commission's role is to deliver the election with the highest levels of integrity and impartiality. This requires the AEC and its staff, including temporary workers, to be politically neutral. This means being, and being seen to be, neutral in relation to political parties, political candidates, and their policies.

How you can help

There are many ways you can use the materials in this kit to let people know about the temporary jobs:

- post on your social media channels
- print and display the posters and flyers at your premises
- use the article in your newsletter, or on your website
- let people know through word of mouth.

Community Information & Events

With February upon us, it's almost time for the Foster & District Agricultural show, on **Saturday the 22nd of February 2025**.

We have some excellent events running this year that we'd love to encourage you to enter, with great prizes up for grabs.

Schreurs Scarecrow Competition

Get creative to make the most unique garden protector you can think of! We encourage the use of recycled materials, and love to hear the stories behind your scarecrow creation. **Entry is free**, with prizes including sashes to third place, first prize \$75 and a veggie box and second prize \$25 – you've got to be in it to win it! With a class specifically for school groups, and your scarecrow entries displayed on show day with the Giant Pumpkins, it's a great competition to get involved in.

Giant Pumpkin Growing Competition

Didn't grow any big pumpkins this year? No worries! Why not get involved in our *Best decorated pumpkin competition*. Your pumpkin can be of any variety and decorated in any way. Have a favourite singer or band, favourite movie or tv show character? Let your imagination run wild! **Free entry**, sashes to third place, first prize \$100, second prize \$50 – think of all the pumpkins you can buy for next year! Check out the Scarecrow and Pumpkin section of our show schedule for more info.

Creative Art, Photography, Craft and Cooking

We have some fantastic classes for children in our Creative Art and Exhibit Shed sections this year! Into painting, drawing, sculptures/ceramics, or any other medium? We've got you covered! There's classes for kids in photography, craft and cooking as well so be sure to check out the schedule to start planning your show entries at <https://www.fostershow.com/pre-entry-competitions>.

Not into preparation? Our **Show Day Entry Competitions** are for you! The Pet Parade is getting a revamp this year so there'll be extra fun and great prizes and giveaways up for grabs. Fashions on the Field and an all new Mullet Competition have kids classes to ensure the whole family gets a chance to strut their stuff. For more info on Show Day Competitions, check out our website <https://www.fostershow.com/showday-competitions>

It's local support like yours when entering our competitions that makes our show day a success each thank. Thank you, and we can't wait to see you there!

Denia Gilheany
0425 728 525
Secretary - Foster & District A&P Society Inc



Cattle bull



Pet parade 2024



Pumpkin decorated

Child Safety Code of Conduct Policy



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.

PURPOSE

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Welshpool and District Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

Acceptable behaviours

As Welshpool and District Primary School staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our Welshpool and District Primary School commitment to child safety at all times and adhering to our Child Safety Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to the Principal.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Child Safety Code of Conduct Policy



Unacceptable behaviours

As Welshpool and District Primary School staff, volunteers, contractors and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

BREACHES TO THE CHILD SAFETY CODE OF CONDUCT

All Welshpool and District Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training's Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Welshpool and District Primary School Child Safety Code of Conduct must be reported to the principal .

If the breach or suspected breach relates to the principal, contact South-Eastern Victoria Region on 1300 338 738 or sevr@education.vic.gov.au.

APPROVAL AND REVIEW

Policy last reviewed	September 2023
Consultation	School Council September 2023 Student leadership September 2023 Staff September 2023
Approved by	School Council
Next scheduled review date	Before September 2025 – noting 2-year review cycle

Child Safety Policy



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.

Purpose

The Welshpool and District Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer.

Child Safety Policy



STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

Welshpool and District Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

ROLES AND RESPONSIBILITIES

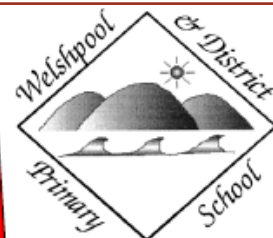
School leadership team

Our school leadership team (comprising the principal, and classroom teachers) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing

Child Safety Policy



- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council
- undertake annual training on child safety, such as the [Child Safe Standards School Council Training PowerPoint](#). (Child Safe Standards School Council Training slide presentation available on [PROTECT](#))
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the principal who is bound by this policy.

Child Safety Policy



Specific staff child safety responsibilities

Welshpool and District Primary School has nominated the OHS coordinator to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the Principal and OHS coordinator are outlined at [Guidance for child safety champions](#).

Our principal is the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our Principal and OHS coordinator (in consultation with classroom staff) monitor the Child Safety Risk Register.

CHILD SAFETY CODE OF CONDUCT

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

MANAGING RISKS TO CHILD SAFETY AND WELLBEING

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Child Safety Policy



ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Welshpool and District Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- Our Aboriginal and Torres Strait Islander Education Plan outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students.

STUDENT EMPOWERMENT

To support child safety and wellbeing at Welshpool and District Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values.

We inform students of their rights through our whole school approach to Respectful Relationships and our SELs program and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at the school office or via the Principal.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

FAMILY ENGAGEMENT

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Welshpool and District Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

Child Safety Policy



We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- through the parent portal Compass, school website, newsletters, school council, staff, and parent meetings etc.
- all of our child safety policies and procedures will be available for students and parents at the school office and/or the school webpage
- Newsletters will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school

DIVERSITY AND EQUITY

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

SUITABLE STAFF AND VOLUNTEERS

At Welshpool and District Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Child Safety Policy



Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - o proof of the person's identity and any professional or other qualifications
 - o the person's history of working with children
 - o references that address suitability for the job and working with children.
 - o references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done through regular performance reviews as per the following policies on the Department's Policy and Advisory Library:

- [Performance and Development for Education Support Class Employees](#)
- [Performance and Development for Principal Class Employees](#)
- [Performance and Development for Teacher Class Employees](#)

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Child Safety Policy



Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy, which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

CHILD SAFETY KNOWLEDGE, SKILLS and AWARENESS

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Welshpool and District Primary School child safety and wellbeing policies, procedures, codes and practices

Child Safety Policy



COMPLAINTS AND REPORTING PROCESSES

Welshpool and District Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

COMMUNICATIONS

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

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter or via Compass
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

PRIVACY AND INFORMATION SHARING

Welshpool and District Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Child Safety Policy



RECORDS MANAGEMENT

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

REVIEW OF CHILD SAFETY PRACTICES

At Welshpool and District Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

RELATED POLICIES AND PROCEDURES

This Child Safety Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Child Safety Policy



Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

POLICY STATUS AND REVIEW

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the Welshpool and District Primary School community.

APPROVAL

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

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting



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.

PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

SCOPE

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school (physical and online).

DEFINITIONS

Child abuse

Child abuse includes:

- physical violence inflicted on a child
- sexual offences committed against a child
- grooming of a child by an adult
- family violence committed against or in the presence of a child
- serious emotional or psychological harm to a child
- serious neglect of a child.

The definition of child abuse is broad and can include student to student incidents and concerns, as well as behaviour committed by an adult.

Grooming

Grooming is a criminal offence under the [Crimes Act 1958](#) (Vic) and is a form of child abuse and sexual misconduct. This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting

communicating (including electronic communications) and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer.

School staff member

For the purpose of this policy a school staff member includes a contractor engaged by the school or school council to perform child-related work.

POLICY

Welshpool and District Primary School understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Welshpool and District Primary School, they should start with the Principal or classroom teacher.

Identifying child abuse

To ensure we can respond in the best interests of students and children when complaints or concerns relating to child abuse are raised, all staff and relevant volunteers must:

- understand how to identify signs of child abuse and behavioural indicators of perpetrators - for detailed information on identifying child abuse and behavioural indicators of perpetrators refer to [Identify child abuse](#).
- understand their various legal obligations in relation to reporting child abuse to relevant authorities - for detailed information on the various legal obligations refer to Appendix A
- follow the below procedures for responding to complaints or concerns relating to child abuse, which ensure our school acts in the best interests of students and children and complies with both our legal and Department policy obligations.

At Welshpool and District Primary School we recognise the diversity of the children, young people, and families at our school and take account of their individual needs and backgrounds when considering and responding to child safety incidents or concerns.



Child Safety Responding and Reporting Obligations

Including Mandatory Reporting

Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse

In responding to a child safety incident, disclosure, allegation or suspicion, Welshpool and District Primary School will follow:

- the [Four Critical Actions for Schools](#) for complaints and concerns relating to all forms of child abuse
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending
- our Student Wellbeing and Engagement Policy and Bullying Prevention Policy for complaints and concerns relating to student physical violence or other harmful student behaviours.

School staff and volunteer responsibilities

1. Immediate action

If a school staff member or volunteer witnesses an incident of child abuse, or reasonably believes, suspects or receives

a disclosure or allegation that a child has been, or is at risk of being abused, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify the Principal as soon as possible, who will ensure our school follows the steps in these procedures.

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to the Principal
- If the Principal is unavailable, the classroom teacher will take on this role.
- If the concerns relates to the conduct of the Principal or classroom teacher notify the the principal or the [relevant regional office](#) where the person nominated above is the principal, or the South-Eastern Victoria regional office, by contacting sevr@education.vic.gov.au or 1300 338 738, who must then take on responsibility for ensuring our school follows these procedures.

Refer to Appendix B for guidance on how to respond to a disclosure of child abuse.

2. Reporting to authorities and referring to services

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the

Principal must report all incidents, suspicions and disclosures of child abuse as soon as possible.

The following steps will ensure our school complies with the four critical actions as well as additional actions required under the Child Safe Standards.

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting

The Principal must ensure:

- all relevant information is reported to the Department of Families, Fairness and Housing (DFFH) Child Protection, Victoria Police or relevant services where required
- the incident is reported to the Department's [eduSafe Plus portal](#) or the Incident Support and Operations Centre (1800 126 126) in accordance with the severity rating outlined in the [Managing and Reporting School Incidents Policy](#)
- all [reportable conduct](#) allegations or incidents are reported by the Principal to the Department's Employee Conduct Branch (03 7022 0005) – where a reportable conduct allegation is made against the Principal, the Regional Director must be informed who will then make a report to Employee Conduct Branch

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

3. Contacting parents or carers

The Principal must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community.

For further guidance, refer to [PROTECT Contacting parents and carers](#)

4. Ongoing protection and support

The Principal or their delegate must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

Appropriate, culturally sensitive and ongoing support must be offered and provided to all affected students. Ongoing support will be based on any available advice from the Department, parents and carers, health practitioners, and other authorities (such as DFFH or Victoria Police) and may include

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting

referral to wellbeing professionals, development of a safety plan, student support group meetings, and, for student to student incidents, behaviour management and support measures.

5. Recordkeeping

The Principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken using the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: template](#) including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in a locked office filing cabinet.

For school visitors and school community members

All community members aged 18 years or over have legal obligations relating to reporting child abuse – refer to Appendix A for detailed information.

Any person can make a report to DFFH Child Protection or Victoria Police if they believe on reasonable grounds that a child is in need of protection. For contact details, refer to the [Four Critical Actions](#).

Members of the community do not have to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, the community member should report this concern to the principal so that appropriate steps to support the student can be taken.

Additional requirements for all staff

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students.

Fulfilling the roles and responsibilities in the above procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse. This means that if, after following the actions outlined in the procedure, a staff member reasonably believes that a child remains at risk of abuse, they must take the following steps:

- if they are concerned that the school has not taken reasonable steps to prevent or reduce the risk, raise these concerns with the principal in the first instance, and escalate to the regional office if they remain unsatisfied.
- report the matter to the relevant authorities where they are unable to confirm that the information has been reported by another staff member

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting

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 and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies and guidance are relevant to this policy:

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)
- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)
- [Identify and respond to student sexual offending](#)

The following school policies are also relevant to this policy:

- Child Safety Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	September
Consultation	School Council September 2023 Staff September 2023 Student leadership September 2023
Approved by	Principal
Next scheduled review date	Before September 2025 – noting 2-year review cycle



Child Safety Responding and Reporting Obligations

Including Mandatory Reporting

APPENDIX A: legal obligations relating to reporting child abuse

The following information outlines the various legal obligations relating to the reporting of child abuse to relevant authorities.

It is important to note that the procedures outlined in the above policy ensure compliance with the below reporting obligations, and also include additional steps to ensure compliance with Department policy and our school's duty of care obligations.

Mandatory reporting to Department of Families, Fairness and Housing (DFFH) Child Protection
The following individuals are mandatory reporters under the Children, Youth and Families Act 2005 (Vic):

- registered teachers and early childhood teachers (including principals and school staff who have been granted permission to teach by the VIT)
- school counsellors including staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare coordinators, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff
- nurses
- registered psychologists
- police officers
- registered medical practitioners
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- people in religious ministry
- midwives

All mandatory reporters must make a report to the Department of Families, Fairness and Housing (DFFH) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse; and
- the child's parents or carers have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Welshpool and District Primary School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal or any other mandatory reporter does not share their belief that a report is necessary.

If charged with not making a mandatory report, it may be a defence for the person charged to prove that they honestly and reasonably believed that all of the reasonable grounds for their belief had been the subject of a report to child protection made by another person.



Child Safety Responding and Reporting Obligations

Including Mandatory Reporting

The identity of a person who reports any protective concerns to DFFH Child Protection is protected by law. It is an offence for a person, other than the person who made the report, to disclose the name of the person who made a report or any information that is likely to lead to their identification.

At our school, all mandated school staff must undertake the Mandatory Reporting and Other Obligations eLearning Module annually.

The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child is in need of protection to discuss their concerns with the school leadership team and to report their concerns to DFFH and in some circumstances to Victoria Police, or to ensure that all the information relevant to the report has been made by another school staff member.

Any person can make a report to DFFH Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection even if they are not a mandatory reporter listed above.

Reporting student wellbeing concerns to Child FIRST/Orange Door

At Welshpool and District Primary School we also encourage staff to make a referral to Child FIRST/Orange Door when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Orange Door see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

Reportable Conduct

The Reportable Conduct Scheme is focussed on worker and volunteer conduct and how organisations investigate and respond to suspected child abuse. The scheme aims to improve organisational responses to suspected child abuse and to facilitate the identification of individuals who pose a risk of harm to children.

There are five types of 'reportable conduct' listed in the Child Wellbeing and Safety Act 2005:

- sexual offences against, with or in the presence of, a child
- sexual misconduct (which includes grooming) against, with or in the presence of, a child
- physical violence against, with or in the presence of, a child
- behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

A reportable conduct allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that **may** involve reportable conduct.

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting

If school staff or volunteers become aware of reportable conduct by any current or former employee, contractor or volunteer, they must notify the school principal immediately. If the allegation relates to the principal, they must notify the Regional Director.

The principal or regional director must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former employees of the school (including Department, allied health, casual and school council employees), contractors and volunteers (including parent volunteers).

- Employee Conduct Branch: 03 7022 0005 or employee.conduct@education.vic.gov.au

The Department's Secretary, through the Manager, Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

For more information about reportable conduct see the Department's *Policy and Advisory Library: Reportable Conduct* and the Commission for Children and Young People's [website](#).

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 in Victoria.

Failure to disclose information to Victoria Police (by calling 000, local police station or the Police Assistance Line 131 444) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.



Child Safety Responding and Reporting Obligations

Including Mandatory Reporting

“Reasonable excuse” is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

Further information

For more information about the offences and reporting obligations outlined in this fact sheet refer to: [Protecting Children — Reporting and Other Legal Obligations](#).

Child Safety Responding and Reporting Obligations



Including Mandatory Reporting

APPENDIX B: managing disclosures of child abuse

Important information for staff

When managing a disclosure relating to child abuse you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals, and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you")
- Take prompt action in relation to following the procedures outlined below.

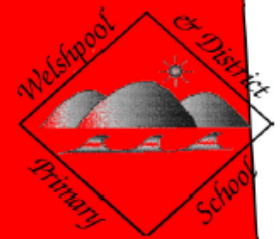
When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making any promises you will keep the information the student provided confidential
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

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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.

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

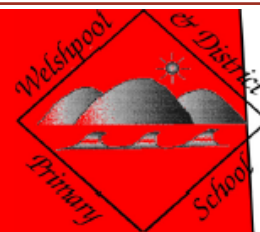
Targeted

- 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.

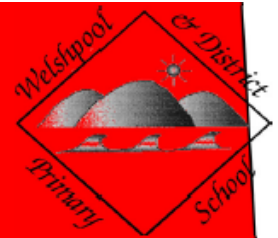
Disciplinary measures that may be applied include:

- 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

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