



Student Wellbeing and Engagement Policy

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.

Ashley Park Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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2. School values, philosophy and vision
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POLICY

1. School profile

Ashley Park Primary School opened in 2019 and is located approximately 30 kilometres north of Melbourne. Students from Prep/Foundation to Year 6 are enrolled and our staffing profile consists of principal, assistant principal, teachers who work as part of learning communities or in specialist roles and Education Support staff who undertake both administrative and classroom roles to support the needs of the school.

Our school grounds back onto Serle Wetland Park and our Silver Gum Centre faces open parkland space. We are situated next door to the Orchard Road Community and Early Learning Centre and surrounded by an established, supportive community. Most students that attend our school live locally and walk or ride their bike to and from school each day. Ashley Park Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

We strive to provide a safe, inclusive and stimulating learning environment that empowers students to be the best that they can be physically, socially, emotionally and intellectually.

2. School values, philosophy and vision

Ashley Park Primary School's Statement of Values and School Philosophy is integral to all 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 school values – be kind, be responsible and be all we can be.

The vision for Ashley Park Primary School is to be 'all we can be', a collaborative school community, formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all students.

Our mission is to provide a comprehensive education that empowers our students to contribute to their world, shape their desired future and to develop the understandings, skills, capabilities and dispositions that will enable them to be the best they can be.

3. Engagement strategies

Ashley Park Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

- holding high and consistent expectations of all staff, students and parents and carers
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- 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
- providing a comprehensive curriculum that incorporates all learning areas and capabilities in the Victorian Curriculum.
- Ensuring teachers utilise the e5 pedagogical model to ensure an explicit, common and shared model of instruction that is evidenced-based and linked to high impact teaching strategies and that practice principals are incorporated into all lessons
- adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- incorporating our school's *Statement Philosophy and School Values* into our curriculum and promoting them to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the learning communities, and formally in school assemblies and through communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students the opportunity to contribute to and provide feedback on decisions about school operations through the student leadership opportunities
- encouraging students to speak with the teachers in their learning community, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross-age connections amongst students through buddy programs and special event days

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience Rights and Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - The Resilience Project
 - The Berry Street Education Model
- sourcing programs, incursions and excursions developed to address issue specific behaviour when it is identified
- providing opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- embedding buddy programs and connecting learning communities and our school with the Orchard Road Community and Early Learning Centre
- Engaging a School Chaplain through National Schools Chaplaincy Funding to work two days per week supporting students , families and staff as an integral member of the wellbeing team at Ashley Park Primary School

Targeted

- each student has a contact teacher in their learning community that is responsible for monitoring their health and wellbeing and providing the point of contact for their parent/carer
- The team leader of each community is the key contact for wellbeing, providing guidance to the other teachers in the learning community and then engaging or directing engagement with the leadership team on matters that impact student wellbeing
- provide information and the opportunity for the families of all Koorie students to engage with a Koorie Engagement Support Officer
- all Koorie students will have an Individual Education Plan
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan an Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- run regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.
- Develop and review Individual Education Plans and Behaviour Support Plans for students identified at risk
- Implement and resource a Program for Students with Disabilities
- Refer identified students to the Assistant Principal and Student Support Services to access further information and support
- Refer students and families to ChildFirst and Headspace for additional support services
- Access and engage Lookout
- Utilise the Department of Education’s mental health toolkit.

4. Identifying students in need of support

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

utilise the following information and tools to identify students in need of extra emotional, social, physical or educational support:

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

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's *Statement of Values and School Philosophy* 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.
- enact our school values

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 and management

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values and School Philosophy*. We believe that through the articulation of these expectations we can focus on reinforcing positive behaviour. Student bullying behaviour will be responded to consistently with Ashley Park Primary School's *Bullying Prevention* policy.

When a student acts in breach of the behaviour standards of our school community, Ashley Park Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour Policy. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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

identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- utilisation of visual prompts to enable the student to modify their own behaviour
- teacher controlled consequences such as moving a student in a learning space or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the principal or assistant principal
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

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

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

The Principal of Ashley Park Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Ashley Park Primary School values the contribution 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 *Statement of Values and School Philosophy* that articulates behavioural expectations for all members of our school community.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home learning and other curriculum-related activities
- involving families in school decision making through school council and feedback surveys
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students as required.

8. Evaluation

Ashley Park 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:

- Students Attitudes to School survey data
- incidents data
- school reports
- Parent Opinion Survey data
- case management
- CASES21, including attendance and absence data
- SOCS

Example 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
- 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 policies should be referred to if further information is required

- *Statement of Values and School Philosophy,*
- *Bullying Prevention Policy*
- *Child Safe Standards.*

REVIEW CYCLE

This policy was last reviewed in April 2021 and is scheduled for review in October 2024