

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Yubup Primary School.

## 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.

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

At Yubup Primary School student wellbeing and student learning outcomes will be heavily supported and scaffolded through us living our values (Collaboration, Courage, Curiosity, Inclusion and Excellence) every day.

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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1. School profile
2. School values, philosophy, and vision



3. Wellbeing and engagement strategies
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## POLICY

### 1. School profile

Yubup Primary School was established in 2024 and is located approximately 38 kilometres north of Melbourne in the rapidly growing community of Mickleham. We opened for enrolments from Foundation to Grade 6 in 2023. Our staff profile includes a Principal, Assistant Principal, Leading Teacher for Engagement and Wellbeing, Business Manager, Office Administration Assistant, Classroom Teachers, and Education Support Staff.

Our school grounds neighbour the local Darul Ulum College Campus and is only 2.2km from Mickleham Secondary College. The school is also across the road from a small shopping complex and local sports grounds. Most students that attend our school live locally which results in a substantial number of students who tend to walk or ride their bike to school. Yubup Primary School will develop close ties to the local community, and will work closely with our local shops and community services in a supportive manner.

At Yubup Primary School our engaging curriculum based on strong pedagogical practices has been developed to ensure that all students can reach their full potential. The school's dedicated and caring staff use their professional expertise to deliver a current, engaging, and innovative curriculum that is respectful and embracing of all cultures and which considers the diverse needs of our students in a safe and inclusive setting. Our school community is culturally diverse with a considerable number of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin), Vietnamese and Hindi. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially and work hard to ensure high levels of growth for all students who attend our school.

### 2. School values, philosophy, and vision

Yubup 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 – Collaboration, Courage, Curiosity, Inclusion and Excellence at every opportunity.

Our school's vision is to deliver a current, engaging, and innovative curriculum that is respectful and embracing of all cultures and which considers the diverse needs of our students in a safe and inclusive setting.



Our Statement of Values is available on our school website. A hard copy can be provided by requesting this through our school office.



### 3. Wellbeing and engagement strategies

Yubup Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional, or educational support at school, and that the needs of students will change over time as they grow and learn.

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

#### Universal

- high and consistent expectations of all staff, students, 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
- deliver a broad curriculum to ensure that students can participate in and programs that are tailored to their interests, strengths, and aspirations
- teachers at Yubup Primary School use a Gradual Release of Responsibility 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 Yubup 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
- whole school celebration of Harmony Day, NAIDOC Week and Diwali to embrace and celebrate diversity
- Multicultural celebration days where students come dressed in and talk about their cultures with students across the school
- carefully planned transition programs to support students moving into various 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 can contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC) and other forums including student focus meetings. Students are also encouraged to speak with their teachers, Leading Teacher for Engagement and Wellbeing, Assistant Principal and Principal whenever they have any questions or concerns.
- 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 Leading Teacher for Engagement and Wellbeing or our Mental Health in Schools Leader 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:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
  - Mental Health in Primary School’s Program
  - The Resilience Project
  - Our school’s SEL (Social and Emotional Learning) curriculum
- opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)
- buddy programs and peer support programs will enable our students to develop cross cohort relationships and build a stronger sense of connectedness to school
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.
- Yubup Primary School will comply with all requirements of Ministerial Order 1359 - Implementing the Child Safe Standards – managing the risk of child abuse in schools and school boarding premises, which outlines the minimum requirements schools and school boarding premises must meet to comply with the Child Safe Standards.

### Targeted

- each year group has a Year level coordinator who is a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, 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. This includes ensuring that our teaching and learning programs are inclusive of Aboriginal and Torres Strait Islander culture, and that our Koorie students have the opportunity to share and celebrate with our school community their culture and traditions
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school. In order to help achieve this, we have a strong whole school focus on inclusivity (with this being one of our 6 values) with inclusive behaviours regularly and proactively taught across the school



- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#).
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
  
- Individual
- Yubup 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 students 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. More information about Individual Learning Plans can be found at [Individual Education Plans](#) and Behaviour Support Plans can be found at [Behaviour Support Plans](#)
  - considering if any environmental changes need to be made, for example changing the classroom set up
  - Utilising the experience and expertise of our Mental Health in Schools Leader to support students to effectively engage in learning experiences at school
  - Working with individual students to identify a peer mentor or buddy who can help form friendships and give students a friend to go to when needed
  - Implementation of 2 buddy benches in the playground areas that will be monitored by our student leaders
  - Use of leadership observations in class when needed to help try and identify challenges for students who aren’t engaging in order to try and further support both the students and their teachers to make adjustments to the teaching and learning program or environment
  - Setting up a schedule of regular check ins with students and their identified Mentor to ensure regular support is provided when needed
  - applying for funding where a student may meet the eligibility criteria through the [Program for Students with Disabilities](#)
  - referring the student to:
    - school-based wellbeing supports



- Student Support Services. More information can be found at [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 [LOOKOUT](#)

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 Plan](#) in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - who identify as Koorie
  - with other complex needs that require ongoing support and monitoring.

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

Yubup Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Yubup Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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

#### 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, racism, discrimination or intimidation
- have a voice in their learning and co-design student learning goals
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## 6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and in our SWPBS Matrices.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Yubup Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. 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, suspension, 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
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the students Year level coordinator the Assistant Principal or Principal
- restorative practices
- detentions (either recess, lunchtime or after school)
- 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 Yubup 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

Yubup 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
- ensuring all information and communication is available with translator services so everyone is kept informed about and is involved with our school
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- inviting parents to sit on school council
- inviting parents to assist with fundraising events
- providing parents the opportunity to informally interact with school leadership through morning and afternoon teas held at drop off or pick up once a term
- 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

Yubup Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

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

- student survey data
- incidents data
- school reports
- SWPBS acknowledgement data
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Yubup 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
- Through links to interpreter services to enable our EAL families to access this information
- 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](#)

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
- Complaints Policy
- Duty of Care Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	1 <sup>st</sup> September 2024
Consultation	School Council
Approved by	Principal on 16 <sup>th</sup> September 2024



Next scheduled review date	1 <sup>st</sup> September 2026 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.
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