
	<h1>STUDENT WELLBEING AND ENGAGEMENT POLICY</h1>
	<p><b>Help for non-English speakers</b></p> <p>If you need help to understand this policy, please contact the office for assistance.</p>

## A SAFE AND HAPPY PLACE FOR EVERYONE

At Glenroy West Primary School, we aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs. This policy is intended to empower children who are vital and active participants in our inclusive school at Glenroy West Primary School.

We involve children when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally
- ensure that children who are vulnerable are safe and can participate

To improve student engagement and wellbeing Glenroy West Primary School has focused on and implemented the following initiatives:

- Promoting “It’s Not OK to be Away” approach and monitoring student attendance regularly by following student absenteeism through the teachers and Principal
- Constructing and implementing essential agreements, rights and responsibilities and consequences in all areas of the school between teachers and students
- Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
  - ○ Respectful Relationships
  - ○ School Wide Positive Behaviours Support program
- Developing, where appropriate student behaviour plans
- Developing individual learning plans for all students
- Developing a learning community structure to support all year levels

## 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.

Glenroy West 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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## POLICY

### 1. School profile

Glenroy West Primary School was built in 1958 and is located in Glenroy 16km north of metro CBD. There are large maintained grounds that provide for active and positive play, adventure playgrounds, kindergarten and native gardens. Glenroy West Primary School received \$18.12 million to upgrade and modernise the school, including new facilities for an additional 200 students to meet enrolment growth for the 2022 school year.

Glenroy West Primary School is a kindergarten to year 6 school and has a history of excellence in education. This school is very well regarded by the local community and has always had a reputation as an excellent Victorian Government school due to high expectations for both teaching, learning and behaviour. The school has a proven record of achieving high standards of education. In 2021, the school had a total enrolment of 309: 153 female and 156 male. 61 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. The student population is diverse with thirty languages represented at the school and 65 per cent of students coming from a home where English is not the main language. Our EAL (English as an Additional Language) student population is increasing and the school has a SFO index of 0.7081. The school has two kindergartens on site which is called York Street Kindergarten operational from 2014 under the banner of the Northern Schools Early Years Cluster. The York Street Kindergarten has an excellent educational program for both three- and four-year-old. There is a strong link between the school and kindergarten to ensure a seamless transition in the Early Years.

### 2. School values, philosophy and vision

Our Vision and Values form the foundation of our planning and guide our direction as a community.

The Glenroy West Primary School and Kindergarten aspires to create a challenging, safe, inclusive learning environment that will develop internationally-minded young people who will achieve their greatest potential and make a positive contribution to a diverse global society.

#### Values

- Respect
- Responsibility
- Integrity

## Engagement strategies

Glenroy West 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

- 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
- 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 Glenroy West Primary School use instructional frameworks 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 Glenroy West 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 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 Student Leadership Group meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics, music programs and peer support programs
- All students are welcome to self-refer to the Assistant Principals and 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:
  - ○ Respectful Relationships
  - ○ School Wide Positive Behaviours Support program
- programs, incursions and excursions developed to address issue specific 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

- each year group has a Coordinator 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
- connect Koorie students who wish to identify with a Koorie Engagement Support Officer through SSG meetings four times a year.

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a 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

- Student Support Groups
- Individual Education Plans
- Behaviour Support Plans
- Student Support Service
- Attendance Support Plans

as well as to other Department programs and services such as:

- Program for Students with Disabilities
- Mental health toolkit
- Headspace
- Navigator
- LOOKOUT

Glenroy West 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 Orange Door
  - 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.

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

Glenroy West 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. Glenroy West 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

### 3. 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.

### 4. Student behavioural expectations and management

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 Glenroy West Primary School's Bully Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Glenroy West 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, 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 are outline in our 'School Wide Positive Behaviour Support' program and may 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 Year Level Coordinator
- 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>

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 Glenroy West 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.

## 5. Engaging with families

Glenroy West 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.

## 6. Evaluation

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

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

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

Glenroy West 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)

- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Approved by	Principal and School Council
Communication	To be sent out with Newsletter
Ratified	School Council June 2024
Next scheduled review date in 2 years	June 2026