



STUDENT WELLBEING AND ENGAGEMENT



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Wilmot Road Primary School office on 03 5821 4953 or Wilmot.road.ps.shepparton@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.

Wilmot Road 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
3. Engagement strategies
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POLICY

1. School profile

Wilmot Road Primary School is situated in the south of Shepparton and has a vibrant culturally diverse student population of 226 students, including 68% of children with English as an additional language and 4% of students being Aboriginal or Torres Strait Islanders. The school's overall socio-economic band value is high. We have one Afghan, 2 Arabic and 1 Koorie Engagement and Support Officer.

Our values (We are respectful, We are responsible and We Belong) are central to all we do. Our motto is "Happiness Through Achievement." Teaching and learning goals address the needs of students through explicit teaching and learning programs based upon data and differentiated learning.

Our award-winning wellbeing programs further support student needs. These programs include Breakfast program, Sensory Motor Program, After School Learning Club, Recreation program, Parent programs and playgroups.

The student engagement and wellbeing team is led by our Assistant Principal (Student Engagement and Wellbeing), Attendance and Family Engagement officer, Disability Inclusion Coordinator, Social Worker, Therapeutic Play Therapist, Community Hub Leader and School Nurse.

Whilst the curriculum at Wilmot Road Primary School is rich and broad, we prioritise Literacy, Numeracy and Personal and Social Curriculum - the foundation skills, developing independent learning dispositions and equipping students with the technological know-how to thrive in the 21st century.

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

Wilmot Road 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.

Wilmot Road Primary School creates a community of lifelong learners, who reach their full academic and social potential, in an inclusive, resilient and supportive environment.

Our Statement of Values and School Philosophy is available online at: <http://www.wilmotrd.vic.edu.au>

Wilmot Road Primary School community aims to deliver a range of programs and strategies that promote our school values and ensure individual needs of all students are met in regard to happiness, safety and wellbeing. These programs and strategies are also designed to support our students to attend school, participate in class and enjoy learning, in a safe environment.

Wilmot Road has a moral compass that values social inclusiveness and cultural diversity.

We are a Child Safe School with a zero tolerance approach to any form of abuse.

VALUES



We are respectful – we respect ourselves, each other and our environment.



We are responsible – we are responsible in our actions and thoughts as members of the community.



We belong – we celebrate and are proud of our multicultural diversity within our community.

MISSION

Wilmot Road Primary School provides a high quality and inclusive education that fosters academic and social success, to create productive members of our broader community.

3. **Engagement strategies**

Wilmot Road 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 additional 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:

We have a dedicated Wellbeing team who offer:-

- Pastoral care support to the whole school community – students, families and staff.
- Registered and trained in Safe Minds and Be You.
- School based paediatric clinics.

- Explicit teaching of regulation strategies to apply in all settings.
- Award winning Sensory motor program and sensory breaks that support emotional regulation and academic progress.
- Educational and small group programs to address specific needs.
- The building of connections and partnerships with the wider community.
- Peer mediation.
- Enhanced relationships with parents and student support services- approachability for parents.
- Student engagement case management advice, intervention and support.
- Intervention and trauma support in crisis and emergencies.
- Advocacy and support in student support group meetings for parents and students.
- Therapeutic Play Therapy.
- School Wide Positive Behaviour Systems (SWPBS) practices

Student voice is captured through student leadership programs, student-led assemblies, student learning surveys and an active Junior School Council. As a school community, we continue to develop inclusiveness, awareness and knowledge around student motivation, classroom management and attendance and implement processes and strategies for continued improvement.

The school has developed a student scholarship program, titled TOP Scholarships available to students from grade 4 and 5. These scholarships provide not only a significant financial contribution to student education, but also enhance and expand opportunities to create valuable relationships and experiences with their respective scholarship sponsor. This includes future work experience and mentoring. The flow on effect from this initiative is that all students strive for success.

Universal School Strategies

- 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 use an 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. There is a Readers workshop and Numeracy workshop model.
- teachers at Wilmot Road 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, including transition from Kindergartens and to GSSC – plus additional visits for students with individual needs or considered 'at risk'.
- 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 Junior School Council involving students from Grades 3 - 6.. Students are also encouraged to speak with their teachers, Social workers, Assistant Principals and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Assistant Principal (Wellbeing and Engagement),

School Nurse, Social Worker 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
 - School wide Resilience, Rights and Respectful Relationships curriculum.
 - Zones of regulation from F- 2.
 - School wide Smiling Mind meditation and wellbeing curriculum.
 - Weekly teaching of our School Wide Positive Behaviours from our positive behaviour matrix.
- incursions and excursions to assist in the development of self regulation.
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities, Active After School Programs, Sporting Schools)
 - Sensory Room (Regulation Station) designed in consultation with Occupational Therapist and Principal class
 - A daily breakfast Club program
 - Involvement in Paediatric Clinics
 - Therapeutic Play Program for identified students
- Victorian Curriculum's Capabilities Curriculum.
- Transition programs with all Greater Shepparton Secondary College (GSSC).
- School Nurse program for all Foundation students.
- Homework Programs offered through Learning Club every Tuesday.
- Peer mediation is a student engagement intervention to assist in reaching happy and safe agreements with students. Less conflict more agreements.
- Restorative Practices introduced across the school.
- Student Support Groups are an integral component of conversations with students, parents and associated support services to ensure student wellbeing needs are managed with due diligence.
- Wilmot Road Primary School has a high priority for student wellbeing and employs both a Primary Welfare Officer, Social Worker, Play Therapist and Assistant Principal (Wellbeing and Engagement).
- Strong links with GSSC to ensure transition to secondary schooling is the basis for seamless and supportive progression to secondary schooling.
- Electives and structured activities available to students at recess and lunch breaks and additional yard duty supervision.
- Links with a broad range of family support services – health, well-being, cultural, and emotional support and services.
- Annual survey of parents through the 'Parent Opinion Survey' and also Grade 4 to 6 students through the 'Student Attitudes to School Survey'.
- Embedded technology in all classrooms and dedicated Digital Technology teacher.

Physical Environment

- A variety of new playgrounds and passive gathering areas and a full size oval.
- Safety check of existing play equipment.
- Eco-Centre, food science kitchen and vegetable garden.

Professional Resources

- School Wide Positive Behaviour Framework.
- Dr Christine Richmond – Manage Less, Teach More – focus on classroom expectations and Routines.
- Calmer Classrooms (DET) – to increase staff understanding of children's experiences of trauma
- Weekly department meeting format to include discussions of students, behaviour and sharing of Activities.
- Planning every 5 weeks with like grades to allow for team planning and sharing best practice, resources and workload

Individual

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Disability and Inclusion Coordinator

- Referral to Wellbeing team
- Referral to ChildFirst, Headspace
- Navigator
- Lookout
- Student Support Services

Wilmot Road 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 Child First.
 - 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

Wilmot Road 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. Wilmot Road 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
- Referral and consultation with SSSO's, Family Care, DFFH, CAMHS, Paediatric Clinics, Berry Street, NEXUS, Child First and SOCIT

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.

Student Rights

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.

Student Responsibilities

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 and management

Shared Expectation:

Staff, students and parents/carers at Wilmot Road Primary School have the responsibility to act in a way that builds respectful relationships.

The following page, titled “School Wide Positive Behaviour Matrix” has expected behaviours for all Community members.

	ALL SETTINGS	LEARNING AREAS	TOILETS	TRANSITIONS	OUTSIDE	COMMUNITY
 <p>RESPECTFUL</p>	<ul style="list-style-type: none"> - I use my manners. - I speak kindly to others. - I listen to and follow all instructions. - I understand people have a right to their privacy. 	<ul style="list-style-type: none"> - I let everyone learn. - I put up my hand and wait to share. - I let others speak. 	<ul style="list-style-type: none"> - I flush the toilet. - I keep the toilet areas clean. - I give others privacy. 	<ul style="list-style-type: none"> - I move safely around the school. - I move quietly to let others learn. - I use the correct entries and exits. 	<ul style="list-style-type: none"> - I play fairly and follow the rules. - I put my rubbish in the bin. 	<ul style="list-style-type: none"> - I represent the school in a positive manner. - I understand and follow the rules of the place I am in.
 <p>RESPONSIBLE</p>	<ul style="list-style-type: none"> - I care for equipment, belongings and my environment. - I am prepared for my school day. - I take part in all activities. - I do my best. - I report unsafe behaviours 	<ul style="list-style-type: none"> - I focus on my own learning. - I ask for help when needed. - I use technology for my learning. 	<ul style="list-style-type: none"> - I wash my hands. - I report problems to an adult - I use break times to go to the toilet. - I go to the toilet with a buddy. 	<ul style="list-style-type: none"> - I start moving to class when the first bell goes. - I stay with the group. - I stay outside during break times. 	<ul style="list-style-type: none"> - I play in the correct areas. - I return equipment to the sports shed. - I eat in the eating area. - I stay still when eating. 	<ul style="list-style-type: none"> - I clean up after myself. - I stay with the group. - I ask for help from a trusted adult.
 <p>BELONG</p>	<ul style="list-style-type: none"> - I wear my full school uniform every day. - I speak in English at school. - I include everyone. - I respond to others appropriately. - I celebrate other's achievements. 	<ul style="list-style-type: none"> - I understand everyone learns differently. 	<ul style="list-style-type: none"> - I wait for my buddy and we return together. - I use the allocated toilets. 	<ul style="list-style-type: none"> - I am patient when areas are busy. - I understand all places in the line are equal. 	<ul style="list-style-type: none"> - I let others join in. - I play safely with the equipment. 	<ul style="list-style-type: none"> - I am aware of other people in the community. - I am patient when waiting. - I wear my uniform with pride.

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 Wilmot Road Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Wilmot Road 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:

- providing examples as to teach why a behaviour may be inappropriate
- teacher implemented reasonable and proportionate consequences in response to misbehaviour such as moving a student in a classroom.
- withdrawal of privileges
- restorative practices
- behaviour reviews
- suspension
- expulsion

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

[Suspensions: Policy | education.vic.gov.au](https://www.education.vic.gov.au/suspensions)

[Expulsions: Policy | education.vic.gov.au](https://www.education.vic.gov.au/expulsions)

[Restraint and Seclusion: Policy | education.vic.gov.au](https://www.education.vic.gov.au/restraint-and-seclusion)

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

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.

7. Engaging with families

Wilmot Road 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.
- Talent Opportunity and Potential Scholarship program

8. Evaluation

Wilmot Road 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. The school will use Compass management system to maintain and access additional data.

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

- student and parent survey data
- school reports
- SOCS
- Parent survey
- Case management
- Compass – incident data
- CASES21, including attendance and absence data

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](#)

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	16th May 2024
Approved by	Principal
Consultation	School Council 16th May 2024
Next scheduled review date	May 2026