



STUDENT WELLBEING & ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Principal or Assistant Principal on 03 5024 5345.

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.

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.

Irymple South 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.

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Rights and Responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

SCHOOL PROFILE

Irymple South Primary School was founded in 1911, and is located in a semi-rural community, nine kilometres from Mildura. It is the only public building to identify the Irymple South area. The school has a current population of 380 students who are drawn mainly from surrounding horticultural properties and low-density housing. Irymple South Primary School is set in attractive and spacious grounds with excellent sporting facilities.



There is a strong sense of community within the school. Family support at Irymple South is very strong and all families are encouraged to participate in a wide variety of school programs. Irymple South is recognised for its innovative environmental programs. The school takes great pride in being at the forefront of environmental initiatives with vegetable gardens, chickens, a fruit orchard, water tanks and solar panels.

We strive to empower every student to reach their full potential academically, socially and emotionally through quality learning experiences every day in a safe, supportive and thriving environment.

SCHOOL VALUES, PHILOSOPHY AND VISION

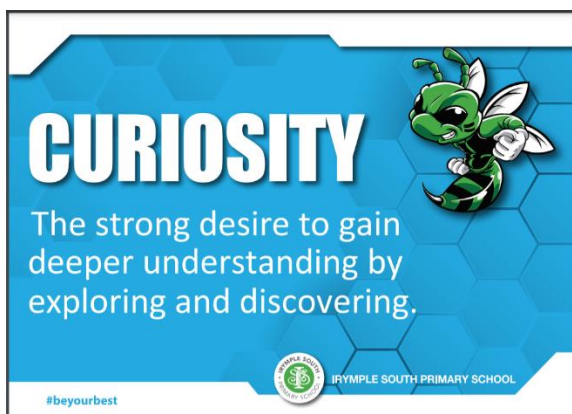
Vision

Together we will make the Irymple South Primary School community the best place for learning and growth.

Mission

We will empower every student to reach their full potential academically, socially and emotionally through quality learning experiences every day in a safe, supportive and thriving environment.

Expectations



At Irymple South Primary School we believe that the wellbeing of all students is of paramount importance. We like our students to feel safe and secure in a positive and stimulating learning environment. Effective learning can only take place when children are comfortable and happy with themselves and their surrounding environment. Therefore, we aim at developing a range of values in all our students and provide them with strategies to help cope with daily life experiences. We have a number of support structures in place to assist those in need, and have access to a range of Network staff to assist us with any psychological, social or special needs.

Our Values and Philosophy are embedded in trusting partnerships as students, staff, parents and community working towards common goals. Our community shares a commitment to the wellbeing of all students at Irymple South Primary School. The school encourages children to be independent thinkers who are willing and ready to accept challenge. We nurture and empower each individual learner to succeed and grow to his/her full potential in a positive and secure environment, in which care, courtesy and mutual respect are expected. As a team we are committed and reflective professionals who support each other on a shared journey.

As a school community we demonstrate, support and encourage all students to be the best that they can be. Our four values of inclusion, passion, curiosity and ownership form the foundations of building a successful future.

At Irymple South Primary School we believe children achieve most when they are provided with learning challenges in a safe, positive, caring, yet flexible environment where individual assistance is readily available. Children are expected to develop self-discipline, work co-operatively with others, take pride in their school and work, value achievement and respect staff and other students. Staff are committed to teamwork through collaborative planning and the setting of goals for the whole school.

Staff appraisal is used to clarify individual and school goals.

Parental involvement is a high priority at Irymple South Primary and is actively encouraged. Many of our parents have been actively involved in areas of student learning and have supported the school in numerous ways. Our parents have:

- Initiated and supported various fundraising activities
- Designed and created costumes for our biennial concert
- Implemented the choreography of dances and songs for our end of year Graduation
- Led environmental talks and excursions to local areas to support classroom learning
- Coached and supported sporting programs
- Nominated themselves as designated helpers to the classrooms
- Provided a clear, community voice as members of our School Council
- Instigated discussions and provided feedback to supporting teaching and learning (through School forums and feedback responses)
- Been guest speakers at our Prep Orientation Evenings
- Completely supported and worked with staff during specialised programs (Drug Education and Preparation for Puberty)
- Supported students to facilitate whole school events as part of our Leadership in Action program.

Our Statement of Values is available online at <https://www.irymplesouthps.vic.edu.au/about-us/policies/>

WELLBEING AND ENGAGEMENT STRATEGIES

Irymple South 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 and parents/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, Student Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum
- teachers at Irymple South Primary School 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 (use of the High Impact Teaching Strategies)

- teachers at Irymple South 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through Student Voice Teams, House Captaincy and School Captaincy. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Grade 6 students have an authentic voice through their involvement in the Leadership in Action program
- lunchtime activities are carefully coordinated for each day of the week
- create opportunities for cross—age connections amongst students through peer tutoring, sports days, music programs and a buddy program
- All students are welcome to self-refer to classroom teachers, Wellbeing Officers, Assistant Principal 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:
 - School Wide Positive Behaviours Program
 - Bully Stoppers
 - Day for Daniel
 - Safe Schools
 - Jamie Roberts (schoolwellbeing.com)
 - National Day against Bullying and Violence
- 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)

Targeted

- each year group has a supportive team who monitor the health and wellbeing of students in their year, and refer students who may need additional support to Wellbeing Officers
- 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. All Koorie students are connected with a Koorie Engagement Support Officer
- our English as a second language students are supported through our tiered approach, and all cultural and linguistically diverse students receive additional classroom support
- 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 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- lunchtime activities are provided for students who require particular support in social development
- a student wellbeing team (Student Voice Team) is developed and analyses cohort data on a monthly basis through a bullying lens

Individual

Irymple South Primary School implements a range of strategies that support and promote individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- all teachers have undertaken the Department of Education's Prevent-Teach-Reinforce training, with the Assistant Principal as the lead role for this
- 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 (Prevent-Teach-Reinforce Model)
- 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 Plan in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running 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.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Irymple South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership and Wellbeing teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Irymple South 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
- referrals to Wellbeing Officers.

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
- 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.

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Irymple South 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 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 a Wellbeing Officer
- 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.

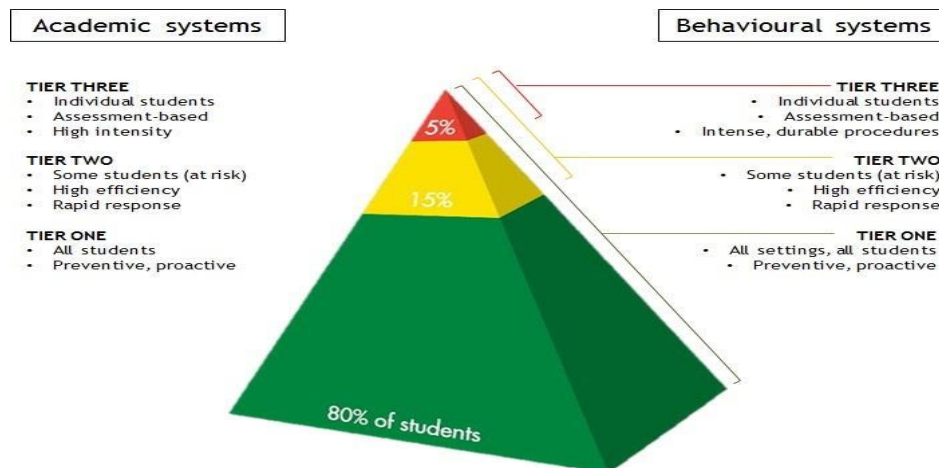
The Principal of Irymple South Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Continuum of Procedures:

Irymple South Primary uses a tiered intervention framework which invests in:

- primary prevention (tier 1): school and classroom-wide systems for all students, staff and settings (approximately 80% of students)
- secondary prevention (tier 2): specialised group systems for students with at-risk behaviour (approximately 15% of students)
- tertiary prevention (tier 3): specialised, individualised systems for students with high-risk behaviour (approximately 5% of students)



A continuum of response to inappropriate behaviour

To be used in conjunction with our continuum of procedures for responding to inappropriate behaviours.

Our first and foremost intention is to create success. Follow the guide below:

Are students experiencing success?

- An engaging, relevant content appropriate to their level
- Appropriate teaching and learning strategies

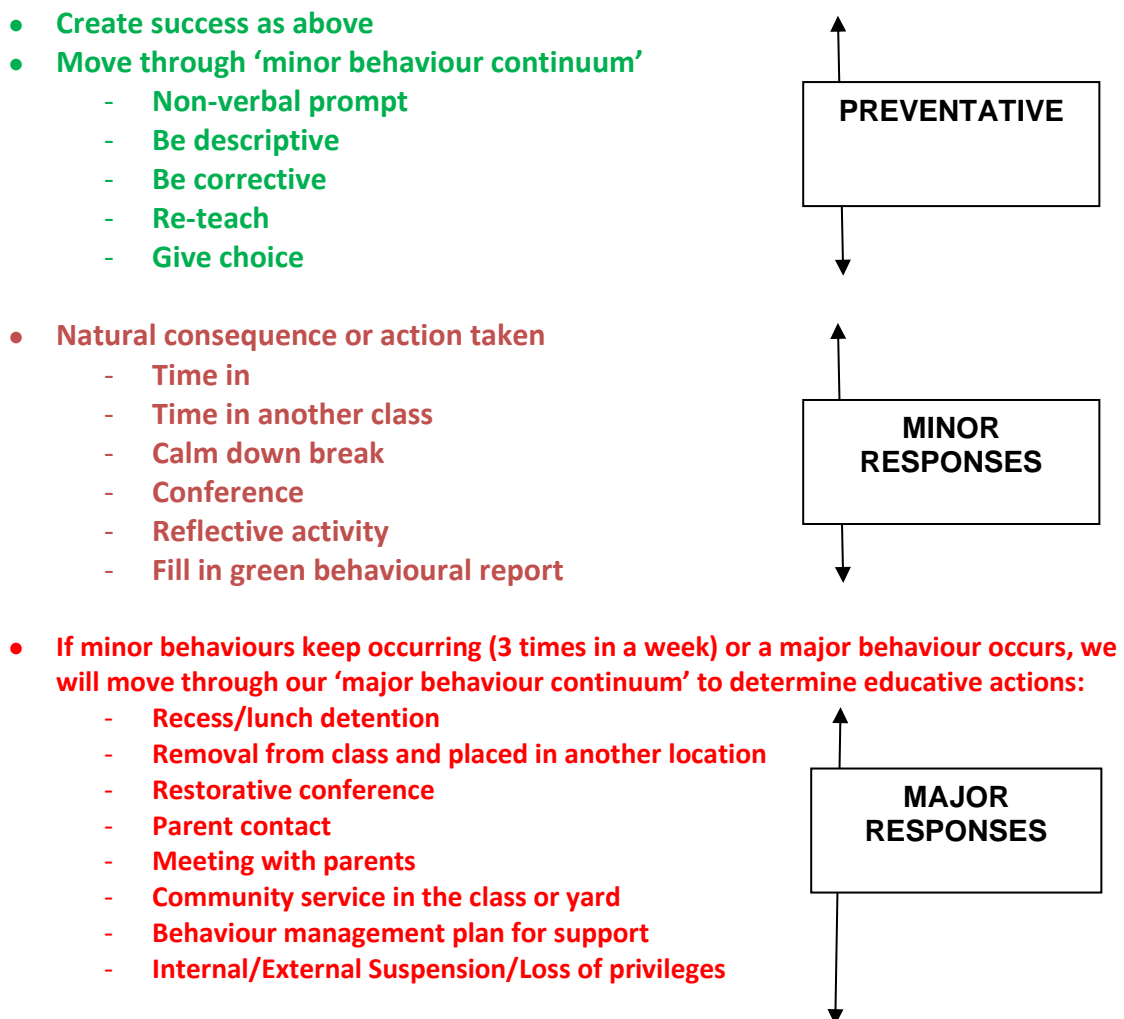
Is there a positive environment?

- 6:1 positive to corrective interactions

Do students understand the expectations?

- Teach the matrix of expectations explicitly
- Model, acknowledge, correct and practice the expectations

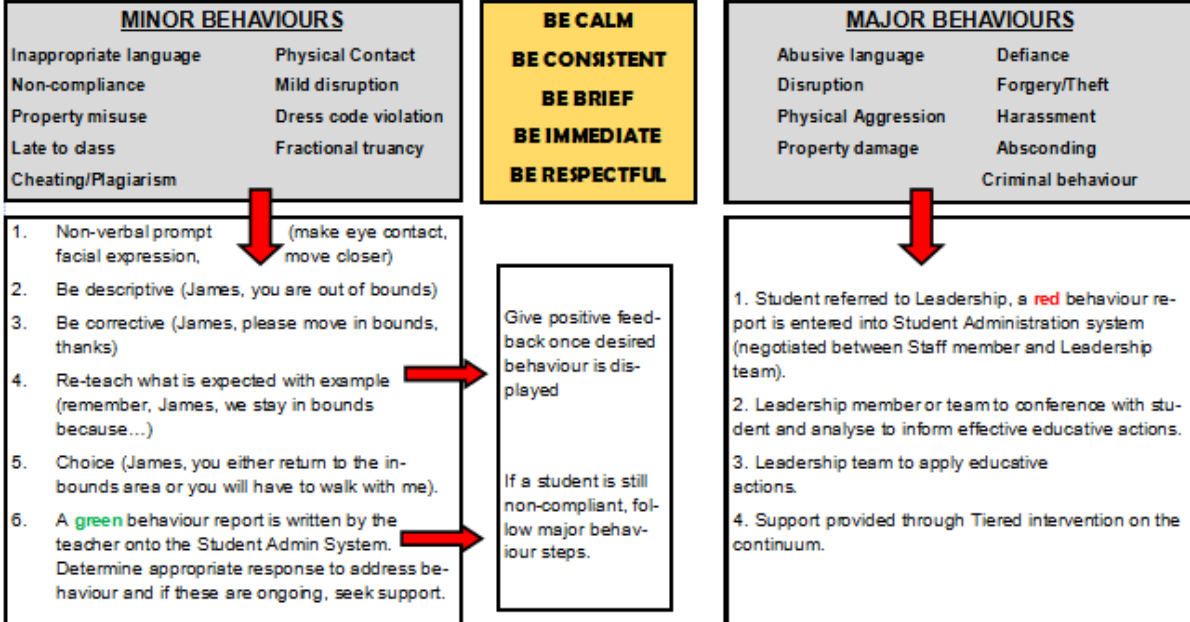
A continuum of response to inappropriate behaviour





Continuum of procedures for responding to inappropriate behaviours

Curiosity - Inclusion - Ownership - Passion



MINOR BEHAVIOURS	MAJOR BEHAVIOURS
<p><u>Inappropriate language</u> Messages or use of words in an inappropriate way for the development of the student (e.g. name calling, teasing)</p>	<p><u>Abusive language</u> Messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child.</p>
<p><u>Non compliance</u> Low-intensity failure to respond to adult requests (eg. yelling, “no!” when asked to do something)</p>	<p><u>Disruption</u> Behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming and sustained out of seat behaviour.</p>
<p><u>Property misuse</u> Student deliberately destroys another student’s equipment/possession or work in an inappropriate way (eg. snaps another student’s pencil through rough handling)</p>	<p><u>Physical aggression</u> Actions involving serious physical contact where injury may occur.</p>
<p><u>Late to class</u> Missing the beginning of class time</p>	<p><u>Property damage</u> Any form of injury or damage caused to the property, due to the negligence by the person who is not the owner of the property.</p>
<p><u>Cheating / Plagiarism</u> Act dishonestly or unfairly in order to gain an advantage</p>	<p><u>Defiance</u> This is a refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after the initial request has been made directly to the student.</p>
<p><u>Physical Contact</u> Non-serious, but inappropriate physical contact</p>	<p><u>Forgery/Theft</u> Student is in possession of, having passed on, or being responsible for removing someone else’s property. This also includes identity theft.</p>
<p><u>Mild disruption</u> Talking while others are speaking. Loud voices or noises indoors.</p>	<p><u>Harassment</u> Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender.</p>
<p><u>Dress code violation</u> Student deliberately wears clothing that does not fit within the school setting policies.</p>	<p><u>Absconding</u> Within school grounds or leaving school grounds or attempting to run away or hiding from staff.</p>
<p><u>Fractional truancy</u> Missing whole lessons or part lessons</p>	<p><u>Criminal behaviour</u> These may include but are not limited to: <ul style="list-style-type: none"> * Possession or use of a prohibited weapon * Making credible threats * Stalking and cyber stalking * Use of technology to intimidate or harass * Harassment and victimisation * Criminal damage * Vilification </p>

ENGAGING WITH FAMILIES

Irymple South 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.

EVALUATION

Irymple South 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 – school created and attitudes to school survey
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Irymple South 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
- Made available in hard copy from the school office upon request.

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Consultation	School Council- May 2022
Approved by	Principal
Next scheduled review date	May 2024