



## 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.

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.

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.

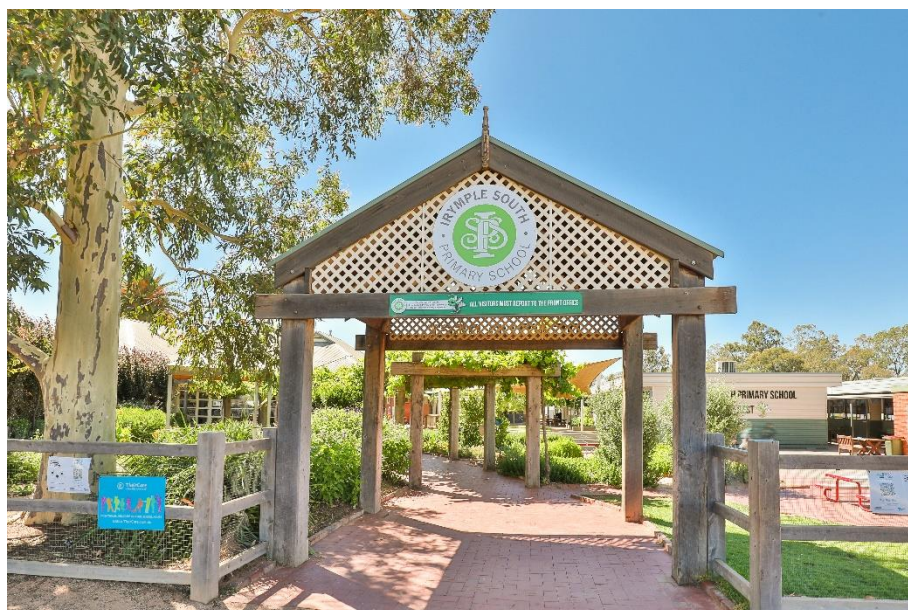
### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
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 375 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

Irymple South 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 optimism, ownership, curiosity and inclusion at every opportunity.

Our school's vision is to make the Irymple South Primary School community the best place for learning and growth and our mission is to empower every student to reach their full potential academically, socially and emotionally through high quality teaching practice, equipping them with the knowledge, skills and dispositions for lifelong learning in a safe, supportive and thriving environment.

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 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, Student Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Deliver a broad curriculum, including a Specialist program
- 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
- 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 support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring 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 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

- Creating 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
  - Respectful Relationships
  - Safe Schools
  - 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)
- 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.

### **Targeted**

- Each year group has a Year Group Leader/Coordinator, 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 – refer to our Aboriginal Learning, Wellbeing and Safety Policy
- 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
- We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department’s policy on [LGBTIQA+ Student Support \[insert any specific measures at your school to support LGBTIQA+ students\]](#)
- 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

- 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
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing an Individual Education 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 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 Student Wellbeing team plays a significant role in developing and implementing strategies 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.

## **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
- Included in staff induction processes
- Included as annual reference in school newsletter

## 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	November 2025
Consultation	School Council- 19/11/2025 Newsletter- 14/11/2025
Approved by	Principal
Next scheduled review date	November 2027