

# STUDENT WELLBEING AND ENGAGEMENT



## 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.

Bimbadeen Heights 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.

## CONTENTS

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

## POLICY

### 1. School profile

Bimbadeen Heights Primary School is located in the suburb of Mooroolbark, within the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school shares close links with neighbouring primary and secondary schools within the Lilydale District Network.

In 2021, the school has an enrolment of 492 students (274 female and 218 male) with 6 percent classified as EAL (English as an Additional Language) and 1 percent from Aboriginal and Torres Strait Islander backgrounds. The school's overall socio-economic profile reflects a Student Family Occupation and Education (SFOE) index in the 'low-medium' range for overall socio-economic profile.

The school facilities include 16 permanent and 10 portable classrooms, an art room, Chinese room, music

room, two instrumental music rooms, a canteen and library. The school's hall is used during school hours for assemblies, incursions and specialist physical education classes and outside hours for local sporting groups and associations through established school council hire agreements. An accredited out of school hours care program operates from a large additional portable building. The school grounds include multiple surfaced playing areas as well as a large, grassed oval, running track and three playgrounds for student recreational and sporting activities.

Bimbadeen Heights Primary School is a dynamic learning environment where teachers work in teams, to deliver a guaranteed and viable curriculum utilising evidence-based best practices to ensure every student's individual learning needs are met. Our Instructional Model is based on the Gradual Release of Responsibility approach to teaching and learning. Our school provides safe, orderly and structured learning environments for our students where we cater for the different learning styles and needs of each child.

The school curriculum reflects the Victorian Curriculum framework, with specialist programs offered in Music, Physical Education, Art and L.O.T.E (Chinese Mandarin). We maximise the learning potential of students through a differentiated approach to teaching and learning and the addition of extension, support and a range of extra-curricular programs, catering for the full range of individual differences. The School Wide Positive Behaviour Support framework and the Resilience, Rights and Respectful Relationships, form the basis of our student wellbeing program.

Our school is committed to meeting the current and future needs of our students by developing knowledge, skills and resilience to be successful global citizens. Information technology is well-resourced and incorporated across the curriculum to help broaden and deepen student learning.

The 2021, our school staffing profile comprised 30 teachers, including classroom and specialist teachers, two leading teachers, two Learning Specialists, a Principal and an Assistant Principal. Educational Support Staff members included three administration staff and seven integration aides.

## 2. School values, philosophy and vision

Bimbadeen Heights Primary School is committed to providing high quality education and an environment for learning where each child is valued and encouraged to reach their full potential intellectually, socially and personally.

The Bimbadeen Heights Primary School vision describes the aspirations of our school community and is to prepare our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in and contribute to our community and the world around us.

Our core values reflect the belief that an effective school is one that embeds student safety and wellbeing throughout all school practices. The focus on developing positive, supportive relationships between all members of the school community is a key component in our teaching of these values. Our school values are: Respect, Resilience, Compassion and Integrity:

- Respect for self, others, property and the environment is shown when people speak and act towards each other with courtesy, consideration, care and appreciation.
- Resilience is demonstrated when there is the capacity to recover confidently from difficulties with persistence and optimistic thinking, actions and attitude.
- Integrity is shown through an attitude of fairness and honesty that requires a sincere, truthful relationship between members of the school community.

- Compassion is shown when all members of the school community embrace diversity through demonstrating a kind, caring and understanding attitude and a willingness to help others.

These core values are supported by the School Wide Positive Behaviour Support Framework and the Respectful Relationships program.

We encourage and enjoy family participation in all aspects of school life to foster a positive partnership in learning. The excellence of our reputation is built largely on the quality of the relationships we have built between all stakeholders and our warm and welcoming atmosphere is often commented on.

### 3. Engagement strategies

Bimbadeen Heights 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.

At Bimbadeen Heights Primary School, the tiered approach embedded within the School Wide Positive Behaviour Support framework guides our use of universal (whole of school), targeted (year group specific) and individual strategies to promote engagement, positive behaviour and inclusion.

#### Universal

At Bimbadeen Heights Primary School we:

- *have 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*
- *create a culture that is inclusive, engaging and supportive*
- *welcome all parents/carers and being responsive to them as partners in learning*
- *analyse and are 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 tailored to student interests, strengths and aspirations*
- *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*
- *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*
- *incorporate our school's Statement of Values into our curriculum and promote this to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully plan transition programs to support students moving into different stages of their schooling*
- *acknowledge positive behaviour and student achievement 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*
- *give students the opportunity to contribute to and provide feedback on decisions about school operations through Student Leadership Forums, Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator,*

*Wellbeing co-ordinator, Assistant Principal and Principal whenever they have any questions or concerns.*

- create opportunities for cross-age connections amongst students through our STARS program, lunchtime clubs, Buddy program, House activities and music programs.*
- Welcome students to self-refer to the Student Wellbeing Coordinator, School Chaplain, 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, parents and staff are partners in learning*
- engage in School Wide Positive Behaviour Support with our staff, students and parents, which includes programs such as:*
  - Respectful Relationships*
  - Bully Stoppers.*
- provide programs, incursions and excursions which are developed to address issue specific behaviour including anger management programs, bullying prevention programs*
- provide opportunities for student inclusion i.e. sports teams, music groups, recess and lunchtime activities.*

### Targeted

At Bimbadeen Heights Primary School we:

- have a Year Level Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support*
- ensure all Aboriginal and Torres Strait Islander students and their families are connected with a Koorie Engagement Support Officer, have an Individual Learning Plan and are offered regular Student Support Group meetings*
- ensure all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and are referred to Student Support Services for an Educational Needs Assessment*
- provide support to students and families with specific concerns such as attendance*
- facilitate social skills groups in response to needs identified by student wellbeing data and classroom teachers*
- build staff capacity in areas of health promotion and social and emotional learning in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- apply a trauma-informed approach to working with students who have experienced trauma*

### Individual

*Bimbadeen Heights 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 the 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*

*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*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *who are Aboriginal and/or Torres Strait Islander*
  - *and with other complex needs that require ongoing support and monitoring.*

For further information, parents and carers may refer to the following links on the Department's Policy and Advisory Library:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)

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

Bimbadeen Heights 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. Bimbadeen Heights 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
- behaviour incident reports on the Sentral database
- detention and suspension data
- engagement with families

- self-referrals or referrals from peers to the Student Wellbeing Coordinator and/or School Chaplain.

## 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, 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.
- uphold our school values of respect, resilience, compassion and integrity.

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 wellbeing/leadership team.

## 6. 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 in line with Bimbadeen Heights Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Bimbadeen Heights Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. Our staged response will also be guided by the School Wide Positive Behaviour Support framework. 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 implements 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 and a reminder of expected behaviour
- 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 and/or Student Wellbeing 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>
- <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 Bimbadeen Heights 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.

## 7. Engaging with families

Bimbadeen Heights 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.

## 8. Evaluation

Bimbadeen Heights 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 surveys
- case management
- CASES21, including attendance and absence data
- SOCS

Bimbadeen Heights 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/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

See the following related policies on our school website for further information and resources:

- *Statement of Values and School Philosophy*
- *Bullying Prevention Policy*
- *Child Safe Code of Conduct*
- *Child Safe Policy*
- *Inclusion and Diversity Policy.*

## POLICY REVIEW AND APPROVAL

This policy was last updated in August 2021 and is scheduled for review in August 2022.