

Student engagement and wellbeing policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Bunyip Primary School on 03 5629 5462 or bunyip.ps@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.

Bunyip 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 music lessons, camps and excursions.

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Policy

School profile

Bunyip Primary School, established in 1880 is located in West Gippsland, 80 kilometres south east of Melbourne. It draws its students from the small local township, and surrounding farming area.

The school aims to:

- Develop self-disciplined, questioning and caring students
- Encourage children to reach their individual potential and experience success at school · Provide a challenging and stimulating curriculum
- Support a positive, safe and friendly environment
- Encourage parents, teachers students and the community to work together as a team to further develop and improve the school
- Provide equal opportunity for all members of the School Community
- Encourage responsibility, independence, problem solving, active learning and creativity with all students
- Prepare students for future success in learning and life by building on their strengths and experiences

Our primary concern is to provide the best possible learning environment for all students and enhance their qualities, attitudes and skills which will enable them to adapt to change and have a positive outlook on life.

The school provides a quality, sequential seven year program, covering all 8 curriculum areas. This is delivered in both composite and straight grades, supported by specialist teaching for a number of areas such as: Library, Science, Physical Education and The Arts. We have twelve spacious well equipped classrooms, an Art room and a Science specialist room.

As well as a fully automated Library, large School Hall, Computer Learning Centre, basketball courts, and extensive well maintained gardens and grounds.

The Computer Room is stocked with a class set of computers. Smart TV's are in all classrooms to provide the latest and best learning technologies available to students. Classroom netbooks are also provided for students across the school. These additional resources will further enhance this critical area of student learning.

Within this context Bunyip Primary School maintains a continuing emphasis on:

- Improvements in literacy and numeracy
- Continuing professional development of all staff
- The expansion of parent involvement in school programs
- The use of Learning Technologies in classroom programs
- Successful implementation of all aspects of the School Strategic Plan and Annual Implementation Plan
- Continuing improvement and upgrading of facilities and classroom resources

School values, philosophy and vision

Bunyip 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
- responsibility
- resilience at every opportunity.

Our school's vision is to empower students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Our Statement of Values is available online at: www.bunyipps.vic.edu.au.

Engagement strategies

Bunyip 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

- Teachers at our school acknowledge that students deserve the very best teaching possible, and recognise the strong link between quality of teaching and student performance
- As a consequence, we have undertaken a commitment to provide for the individual needs of each and every student to the best of our ability
- We do not provide students with lessons that do not allow for, or are not focussed upon, individual difference or need
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters where-ever practicable
- Delivery of a broad curriculum covering all areas of the Victorian Curriculum
- Teachers at Bunyip Primary School use our school developed 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 Bunyip 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
- Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs
- Sequential courses of study in all curriculum areas will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching techniques
- Both extension and intervention opportunities will be provided for all students according to need
- Parents will be kept well informed of their child's progress and will be invited to be active participants in their child's learning.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students

- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities
- All teachers will undertake personal professional development programs to enhance their skills
- High and consistent expectations will be held of all staff, students and parents and carers
- 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
- 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
- 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
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Student opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with their teachers, School Chaplain, Assistant Principal and Principal whenever they have any questions or concerns.
- Opportunities for cross—age connections amongst students - including buddy programs and peer support programs
- School wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs, cyber-safety)
- 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 learning community / year group has a Coordinator, 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 by connecting all Indigenous students with a Indigenous Engagement Support Officer (KESO)
- 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 including through cultural captains and Harmony Day.

- 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 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
- we support learning and wellbeing outcomes of students from refugee background through an Individual Education Plan
- 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 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
- 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](#)

Individual

The following are student specific strategies that may be considered and applied on a case by case basis.

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

Bunyip 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 students 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 ChildFirst

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.

Identifying students in need of support

Bunyip 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. Bunyip 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, reflection and suspension data
- engagement with families

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.

Our rights and responsibilities statement is guided by:

- Equal Opportunity Act 2010
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 2006

- Education and Training Reform Act 2006

All members of the Bunyip School Community have the right to:

- Fully participate in an environment free of discriminatory behaviour, including:
 - racist, sexist, ability-based, class-based, and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse, corporal punishment and exclusion
- Be treated with respect and dignity
- Feel valued, safe and supported in a positive and inclusive environment

All members of the Bunyip School Community have the responsibility to:

- Acknowledge their obligations under the relevant acts
- Participate and contribute to a learning environment that supports self learning and the learning of others
- Ensure they support and encourage all members of our school community

All students have a right to:	All staff have a right to:	All parents have a right to
<ul style="list-style-type: none"> • Learn and play in a happy, safe and secure environment free from bullying, harassment, violence, racism, discrimination or intimidation • Be treated with respect and fairness as individuals • Expect a learning program to meet their needs 	<ul style="list-style-type: none"> • Teach and work in an atmosphere of order and cooperation • Receive support from the school community • Apply appropriate consequences if necessary 	<ul style="list-style-type: none"> • Expect communication and participation in their child's education • Expect a positive and supportive approach to their child's learning • Be provided with a safe, respectful and supportive school environment

All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
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<ul style="list-style-type: none"> • Be prepared to learn • Respect the rights of others • Follow the agreed school rules 	<ul style="list-style-type: none"> • Build positive relationships with students as a basis • for engagement and learning • Treat all members of the School Community with respect, tolerance, dignity and confidentiality 	<ul style="list-style-type: none"> • Ensure students attend school on a regular basis • Promote respectful relationships • Abide by agreed decisions • Build positive relationships with staff, parents and students • Support the ethos of the school • Read and act on information in the School Newsletter
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Student behavioural expectations and management

Student code of conduct

The code of conduct for students at Bunyip Primary School has been formulated within and is consistent with DET guidelines and regulations.

We recognise that our school must provide all children with a safe and orderly learning environment that meets the needs of our children at all levels of their primary school life. Behavioural expectations of students, staff and families are grounded in our school's Statement of Values.

The code of conduct is based upon the following principles:

- all children have the right to be safe
- all children have the right to work and play without interference
- all children should be encouraged to be polite, courteous and well mannered
- all children will be encouraged to exhibit pride in their school
- teachers should expect to be able to teach in an atmosphere of order and cooperation
- parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment
- principal and staff have an obligation to implement the code of conduct fairly, reasonably and consistently
- Corporal punishment is prohibited by law and will not be used in any circumstances.
- DET guidelines will be followed in regards to restraint and exclusion.

At Bunyip Primary School we have a consistent and positive approach to student management and behaviour that will foster a happy and safe school climate where personal responsibility and self discipline are developed. We are committed to strategies that:

- Model, encourage and recognise appropriate behaviour
- Accept and value differences and encourage tolerance, understanding and respect for others
- Require children to accept responsibility for their attitudes and actions

- Give positive reinforcement to improve self-esteem through classroom and school rewards

Bunyip Primary School implements the following strategies to support positive behaviour:

- Use SWPBS to acknowledge students showing the school values of Respect, Responsibility and Resilience.
- Refer to SWPBS behaviour management charts
- Student Code of Conduct, and SWPBS handbook which outlines amongst other things, agreed behavioural development and management strategies
- Significant emphasis on the development and recognition of positive behaviours
- Student individual academic reports will include details regarding student behavioural achievement
- Use the Resilience, Rights and Respectful Relationship Program to build positive relationships within the school.
- Positive student leadership training programs will be developed across the school, with emphasis on the Senior School
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits
- Positive student behavioural achievement will be appropriately recognised
- An up-to-date database of student behaviour will be maintained
- All staff will undertake professional development on student behaviour
- The School Curriculum will include Resilience Rights and Respectful Relationships and SWPBS lessons.
- Inappropriate behaviour will involve reteaching of expected behaviours
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance

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. Student bullying behaviour will be responded to consistently with Bunyip Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Bunyip 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
- Reteaching of the expected behaviour in line with our School Wide Positive Behaviour Support System
- 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 Principal
- 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 Bunyip 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.

Engaging with families

Bunyip 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- inviting families to participate in learning celebration afternoons
- 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

Bunyip 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 as recorded on Grade Xpert
- school reports
- parent survey
- CASES21, including attendance and absence data
- SOCS

Bunyip Primary School will also regularly monitor available data 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 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

The following Department of Education 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
- Statement of Values and School Philosophy

Policy review and approval

Policy last reviewed	November 2023
Consultation	School Council November 2023 Staff Meeting November 2023
Approved by	Principal
Next scheduled review date	December 2025