

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Bimbadeen Heights Primary School at the school office on 9726 9989.

## 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, 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.

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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## 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 2023, the school has an enrolment of 495 students (261 female and 234 male). 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, L.O.T.E (Chinese Mandarin) and Library. In 2022, we introduced a structured robotics and coding program as part of Digital Technologies. We maximise the learning potential of students through a data informed, 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 individuals.

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.

In 2023, our school staffing profile comprises 36 teachers, including part-time and full-time classroom and specialist teachers, two Primary Mathematics Specialist teachers, one leading teacher, two Learning Specialists, a Principal, and an Assistant Principal. Educational Support Staff members including a Business Manager, two administration staff, two school counsellors, one teacher support staff member, and eight integration aides.

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

The Bimbadeen Heights Primary School values represent the guiding principles and beliefs of our school community. 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.

### **Values:**

- **Respect** - 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** - Resilience is demonstrated when there is the capacity to recover confidently from difficulties with persistence and optimistic thinking, actions and attitude.
- **Integrity** - Integrity is shown through an attitude of fairness and honesty that requires a sincere, truthful relationship between members of the school community.
- **Compassion** - 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.

### **Vision**

To provide quality education that establishes the foundation for successful life-long learning.

### **Mission**

To provide each child with the opportunity to develop their full potential for intellectual, social and emotional growth within an inclusive environment.

## **Wellbeing and engagement strategies**

Bimbadeen Heights 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 and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive 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, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Bimbadeen Heights 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 Bimbadeen Heights 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 and School Philosophy 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
- student attendance is monitored and, where necessary, attendance improvement strategies at a whole-school, cohort and individual level are implemented
- students can contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, School Counsellor, Inclusion Leader, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school wide activities, athletics, music programs and fortnightly STARS lessons.
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Counsellors, Team Leaders, Inclusion Leader, 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:
  - Berry Street Educational Model
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social and emotional wellbeing programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- implementation of buddy programs and multi-age gatherings in the Yarning Circle
- 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 Level Leader, 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 the Department of Education Marrung Plan for further information
- our English as a second language students are supported through our differentiated teaching and learning program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- 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
- 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](#)

### Individual

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

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

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 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 Orange Door
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement 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.

### **3. 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 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
- attendance, detention and suspension data

- engagement with families
- self-referrals or referrals from peers

#### **4. 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. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. 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.

#### **5. 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, Bimbadeen Heights 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 the Team Leader or School Leadership
- restorative practices
- 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 by law and will not be used in any circumstance at our school.

## **6. 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 Contact and Communication document on our school website
- 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.

## **7. 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 survey
- 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 <https://www.bimbadeenheightsps.vic.edu.au/>
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

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

## FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2023
Consultation	School Staff October 2023 Student Leadership Team October 2023



	Student Wellbeing Sub-committee meeting October 2023 Newsletter to School Community October 2023
Approved by	Principal
Next scheduled review date	October 2025