Strathtulloh Primary School Student Wellbeing and Engagement Policy

Help for non-English speakers
If you need help to understand the information in this policy, please contact the school, strathtulloh.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.

Strathtulloh 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.

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POLICY

1. School profile

Strathtulloh Primary School is located in a newly developed community and is intended to service the Strathtulloh and Cobblebank Areas.

Strathtulloh Primary School was established in 2022 and is located approximately 50 kilometres north west of Melbourne.

Our school grounds connect to a large sporting and recreation precinct including an inclusive playground, athletics track, hockey fields and a bike education school. We also adjoin native bushland and a creek. Students that attend our school live locally and tend to commute to school via active transport such as walking or riding. Strathtulloh Primary School will develop close ties to the local community, and enjoys support from our local shops and community services.

Our school is culturally diverse with the areas it is developed to service including many families that have a language background other than English (LOTE), with the largest LOTE groups being Punjabi and Hindi. The school also has representation from the Koorie community and the LGBTQIA+ community. We are proud of our diversity and inclusive school community.

We strive to provide students with the best possible foundation in life through a well-rounded education. We will empower and educate all students to achieve their next steps of learning.

2. School values, philosophy and vision

Strathtulloh Primary School's vision is to *ensure all students graduate from our school as knowledgeable and talented individuals who embody respectful relationships and are positive, proactive members of the local and global community*.

Strathtulloh Primary School's mission is to *Strathtulloh Primary School's values are **H**elpful, **E**xcelling, **A**ccepting, **R**esilient & **T**rustworthy:*

🧡 *We are **HELPFUL** when assisting ourselves, other students, staff, our school and community.*

💛 *We are **EXCELLING** when we are striving for the best we can do individually and collectively.*

❤️ *We are **ACCEPTING** when we welcome people of different beliefs, traditions and perspectives.*

💚 *We are **RESILIENT** when we bounce back from the hurdles of life and find opportunities.*

💙 *We are **TRUSTWORTHY** when we are honest, keep our word and work for the greater good.*

We have, demonstrate, support and strive for a Strathtulloh HEART #StrathtullohHEART

3. Engagement strategies

Strathtulloh 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:

<u>Universal</u>

- 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
- 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 Strathtulloh Primary School use an I Do, We Do, You Do Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, High Impact Teaching Strategies (HITS) are incorporated into all lessons
- Teachers at Strathtulloh 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 - into school, between years in school and out to secondary school
- Positive behaviour and student achievement is acknowledged 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
- Students have the opportunity to 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, Year Level Team Leader, Wellbeing Team, Assistant Principals and Principal whenever they have any questions or concerns
- Create opportunities for multi-age connections amongst students through school plays, athletics, music programs and buddy program

- All students are welcome to self-refer to the Team Leaders, Wellbeing Team, Assistant Principals 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:
    - Respectful Relationships
    - Bully Stoppers
    - Safe Schools
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs, cyber safety, RRRR, Bully No Way)
- Opportunities for student inclusion (i.e. Student Leaders, sports teams, Break Time Clubs - recess and lunchtime activities).

Targeted

- Each year group has a Team Leader and Assistant Principal, educators that are 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
- Connect all Koorie students with a Koorie Engagement Support Officer (KESO)
- Supporting our English as a second language students through our English as an Additional Language (EAL) program, and supporting all cultural and linguistically diverse (CALD) students to feel safe and included in our school
- providing a positive and respectful learning environment for our students who identify as LGBTIQA+ and following the Department of Education (the department) policy on LGBTIQA+ Student Support
- Support all gender identity students with a Gender Affirmation Plan
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan (IEP) and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- supporting students with a disability 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 Team 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

Individual

The following strategies are followed by Strathtulloh Primary School in line with the information provided on the Department's Policy and Advisory Library:

Student Support Groups
Individual Education Plans
Behaviour Support Plans
Inclusion 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

Strathtulloh 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 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:
    - o School-based wellbeing supports
    - o Student Support Services
    - o 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/Orange Door

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:
    - o with a disability or additional educational and/or emotional needs
    - o Who identify as Aboriginal or Torres Strait Islander
    - o In Out of Home Care

- and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Strathtulloh Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Strathtulloh 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.

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.

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 or leadership team.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and our Strathtulloh Code of Conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination is not 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, Strathtulloh 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 within a Learning Space or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the Team Leader, Assistant Principal or Wellbeing Team
- 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:

- Suspensions Policy
- Expulsions Policy
- Restraint and 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.

The principal of Strathtulloh 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.

7. Engaging with families

Strathtulloh 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

Strathtulloh 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

Strathtulloh 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 family portal - The Pulse
- Included in staff induction processes
- Included in transition and enrolment packs

- Included as annual reference in school newsletter/communication platform
  Made available in hard copy from the front office 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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Behaviour - Students
- Child Safe Standards
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

The following school policies are also relevant to this policy:

- Statement of School Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy
- Restraint and Seclusion Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2025
Consultation	Wellbeing Team
Approved by	Principal - Kris White
Next scheduled review date	July 2027