



WILLOWBANK PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Willowbank 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

1. School profile

Willowbank Primary School opened for operation in 2022. The school is located 53kms from Melbourne in the township of Gisborne. We commenced with 80 students enrolled from Foundation to Year 6 and have permanent facilities to cater for an enrolment of 500 students. Our staffing profile consists of a Principal, Assistant Principal, a Learning Specialist, classroom teachers, specialist teachers and Education Support Staff.

0% of the students speak an additional language other than English and 5% are Aboriginal or Torres Strait Islander. The school is located in a new housing estate in Gisborne South, which is contributing to the growing enrolments. The overall school's socio-economic profile which is based on the school's Student Family Occupation and Education Index (SFOE) is low, indicating our families have a mid to high socioeconomic and education backgrounds.

Willowbank Primary School has two large Learning Neighborhoods which include general teaching spaces, meeting rooms and staff offices in each building. An Administration and Specialist building including a large Library, Food Technology room, Science room and Visual Arts Studio. In addition to this the school has a Community Hub which includes a full-size Gymnasium, Performing Arts room and canteen. The outside grounds include a playground, football field, two basketball courts and passive play areas. The school also integrates the latest technology as a tool to support learning, including iPads and interactive LCD screens in all learning spaces.

School values, philosophy and vision

Willowbank Primary School's Statement of Values and School Philosophy provide the foundation for our positive school culture and commitment to providing a safe, inclusive and supportive learning environment. The school's vision is to be an inclusive school community where everyone is empowered to achieve excellence. This is captured in our school motto "Achieving excellence together".

Willowbank Primary School's values are courage, inclusion, excellence and collaboration.

- We are courageous individuals who seek opportunities and learn from challenges.
- We are an inclusive school community, who celebrate diversity.
- We achieve excellence, by focusing on personal growth.
- We work in collaboration to achieve our individual and common goals.

Our Statement of Values and School Philosophy is available on the school website <https://www.willowbankps.vic.edu.au/>.

2. Wellbeing and Engagement strategies

Willowbank Primary School is committed to establishing a whole school culture that supports high levels of student learning, engagement, wellbeing, and physical health. To support this focus, we implement a range of strategies aligned with the Response to Intervention Model, ensuring supports are targeted to meet the needs of our students currently enrolled and in the future.

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
- Implementing the School Wide Positive Behaviour initiative as the foundation of our school culture and practices. This includes explicit teaching of our school values within our Rights, Resilience and Respectful Relationships curriculum and positive recognition and celebration of our student's achievement.

- Engaging with Dogs Connect and the Resilience Project to support a whole school approach to student wellbeing and mental health.
- 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.
- Creating a shared responsibility and ownership of 'our students'. Our Professional Learning Teams (PLTs) take a key role in this work focusing on supporting and responding to the needs of the cohort.
- Adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
- Building student voice and leadership in our school. We have introduced a student leadership strategy and provide opportunities for our students to give feedback and be involved in decisions about our school.
- Working collaboratively with Rothschild Road Kindergarten, Gisborne Secondary College and other local schools or kindergartens to support our students transition throughout their schooling. This includes opportunities for our staff to cross collaborate and where appropriate align curriculum, pedagogy, and expectations. Conducting reciprocal visits to meet or introduce students and implementing ongoing transition activities to promote familiarity with the different environments and build relationships with students and staff.
- Building strong partnerships with our families and broader community. Willowbank Primary School invests heavily in engaging our families and building strong partnerships with our community, including a new family induction, parent workshops to support learning at home, information sessions, celebrations of learning and regular community events.

Targeted

- Professional Learning Team Leaders work collaboratively with the Assistant Principal to monitor the health and wellbeing of students in their year, and act as a point of contact for students and families who may need additional support.
- Professional Learning Teams analyse and respond to cohort learning and engagement data. This includes planning focus groups within the classroom and additional opportunities for support and extension.
- 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 Learning Plans.
- 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](#)
- Working in collaboration with the NWV Regional [Student Support Services](#) to develop small group interventions aligned with social skills, mental health and transition.
- Implementing strategies such as passive play areas and a life skills program to support students with learning disabilities and/or learning and social difficulties.

Individual

- Referring students who require individual support and interventions to the NWV [Student Support Services](#) and external providers, including, Macedon Ranges Council youth and family services, other allied health professionals and Child First.
- Building the capacity of staff to implement preventative and responsive strategies to support individual students. This includes through external and internal professional learning, coaching and feedback.

- Ensuring students supported under the [Program for Students with Disabilities](#) and/or identified as having learning difficulties have [Individual Education Plans](#) and term meetings with their [Student Support Groups](#).
- connecting all Koorie students with the Regional Koorie Engagement Support Officer and targeting learning supports through the DET [Koorie Literacy and Numeracy Program](#).
- Ensuring all students in Out of Home Care are appointed a Learning Mentor and are supported through [LOOKOUT](#). This includes having an Individual Learning Plan and a Student Support Group (SSG). Students will also be referred to Student Support Services for an Educational Needs Assessment.
- Supporting students with attendance and/or school refusal through developing School Attendance Plans.
- Working collaboratively with our parents and students who require additional assistance with behaviour and social skills. This includes developing Positive Behaviour Plans and Play Plans aligned with the School Wide Positive Behaviour initiative.
- meeting with student and their parent/carer to talk about how best to help the student engage with school.

3. Identifying students in need of support

Willowbank Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. Our leadership team, staff and families work collaboratively to help identify students in need of support and to enhance student wellbeing.

Willowbank 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, through Transition Statements and/or previous school reports
- attendance records
- academic performance
- observations by school staff such of 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. 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:

- comply with and model the school values
- communicate politely and respectfully with all members of the school community
- behave in a safe and responsible manner
- respect themselves, other members of the school community and the school environment
- actively participate in school and try their hardest
- not disrupt the learning of others and make the most of their educational opportunities
- take ownership and be active participants in their own learning.

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 outlined in our school's Statement of Values.

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 Willowbank Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Willowbank Primary School will implement 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 responsive action taken by teachers and other school staff.

Our school considers, explores, and implements positive and non-punitive interventions aligned with the Schoolwide Positive Behaviour initiative before considering disciplinary measures. This includes a 5:1 ratio of positive recognition to corrective behaviour and a core belief that positive behaviour is explicitly taught, reinforced and celebrated.

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/or not aligned with the school values
- 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 PLT Leader or Assistant Principal
- reflective and restorative practices
- behaviour support and intervention meetings
- Positive Behaviour Plans or Play Plans

- detentions
- 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 Willowbank 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

Willowbank 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.
- providing parent volunteer opportunities so that families can contribute to school 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

Willowbank 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
- Compass incident data
- school reports
- parent survey
- SSSO referrals and case management
- External referrals
- CASES21, including attendance and absence data.

Willowbank 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
- 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:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Consultation	July 2023, Parent community via Newsletter
Approved by	Principal
Next scheduled review date	July 2024 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter. The review will include input from students, parents/carers and the school community.



Help for non-English speakers

If you need help to understand the information in this policy, please contact Willowbank Primary School on 03 5460 1122.