



# Victoria Road Primary School

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## Student Wellbeing and Engagement Policy

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### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Victoria Road Primary School on 03 9735 4670 or [victoria.road.ps@education.vic.gov.au](mailto:victoria.road.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.

Victoria Road 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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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
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### POLICY

#### 1. School profile

Victoria Road Primary School is situated in the outer-eastern suburb of Lilydale and has a current enrolment of 228 students. Specialist areas are; Visual and Performing Arts, Physical Education, Auslan, Herbology & Innovation HQ. Students have access to comprehensive ICT facilities. Our specialist programs are highly regarded and produce some outstanding results. The school is committed to the development of strong Professional Learning Teams and the building of teacher capacity within a supportive environment.

At Victoria Road Primary School it is our philosophy that when provided with supportive, inclusive and challenging environment, all children can develop their academic, social, emotional and

personal ability. We believe it is crucial to offer all children the opportunity to develop a love for learning through nurturing curiosity, creativity and courage through taking part in rich and diverse educational experiences.

"WORKING TOGETHER FOR A BRIGHT FUTURE"

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

Victoria Road Primary School is child centred and research based in its approach to the education of its students. Our school values of being respectful towards yourself, your learning and others reflect the value we place on developing positive personal relationships and nurturing a strong social conscience within our community. Our belief is that this creates fertile ground for academic achievement and an environment in which all children can thrive and grow to be critical thinkers who act with integrity.

Our vision is to build a thinking and learning community where respect for individuals and diversity underpins success for all.

## **3. Wellbeing and engagement strategies**

- Victoria Road 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

- 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 Victoria Road PS use a co-teaching 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 Victoria Road 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
- 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 Student Representative Council and other forums including teacher led discussions and teacher surveys. Students are also encouraged to speak with their teachers, support staff, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

- All students are welcome to speak with 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 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
  - Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management)
  - Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
  - Buddy programs, peers support programs

### Targeted

- We have a wellbeing team which consists of our Chaplain, Additional Needs Coordinator, Assistant Principal and Principal who oversee the wellbeing of all students and group students according to their needs into targeted groups. These children are identified by student wellbeing data, classroom teachers or other school staff
- Connect all Koorie students with a Koorie Engagement Support Officer
- Class teachers for all students in Out of Home Care will act as their mentor. These children will also have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment when necessary
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

### Individual

Victoria Road 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. For more information see: [Student Support Groups](#) Developing an Individual Learning Plan and/or a Behaviour Support Plan. For more information see: [Individual Education Plans](#) and [Behaviour Support Plans](#)
- 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. For further information see: [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 in collaboration with the students 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.

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

Victoria Road Primary School 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. Victoria Road 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 and parents such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- referral from teachers and parents

#### **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 leadership team.

#### **6. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Victoria Road Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Victoria Road Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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.

For disciplinary measures please refer to our PBS Flowchart in our Behaviour Management Policy.

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 Victoria Road 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**

Victoria Road Primary School's 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 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**

Victoria Road 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
- CASES21
- SOCS

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website - <https://www.victoriaroadps.vic.edu.au>
- 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](#)
- [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

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|----------------------------|---|
| Policy created             | September 2023  |
| Consultation               | School Leadership – September 2023<br>School Council – October 2023 |
| Approved by                | Principal   |
| Endorsed in                | September 2023  |
| Next scheduled review date | Before October 2025   |