



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal on 5966 6202.

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
- a. expectations for positive student behaviour
- a. support available to students and families
- a. our school's policies and procedures for responding to inappropriate student behaviour.

Gladysdale 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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POLICY

1. School profile

Gladysdale Primary School is situated 73 Km outer east from Melbourne's CBD in the the Yarra Valley. Gladysdale Primary School mission is provide a safe, supportive and engaging learning environment with students developing positive relationships with their peers, teachers and wider community. GPS is a small school where every student is individually known by staff and students and supported educationally and emotionally in their personal growth of their individual point of need. The school is known by its sense of community and belonging ensuring that no child is left behind. In turn Gladysdale Primary values the community involvement and families supporting the learning of our students. In 2022 the schools student population sat at 41 divided into three grades of F-2, 3-4, & 5-6 with staff being Principal, 0.6 Business manager, 2 fulltime teachers and 1 0.8 teacher, 0.3 Art teacher and Chaplain and 0.1 Auslan and Patch to Plate teacher.

The school buildings consist of the BER where the 3 classrooms are with an area set aside for explicit teaching and intervention, specialist areas such as Respectful Relationships and Indigenous studies along with a whole school gathering area for assemblies, Patch to Plate (cooking), whole school multi age activities and incursions. The Gilderoy School house allows for Performing Arts and playgroup the SIP (Shelter in Place) houses the library and computer lab and the portables are where Art and STEM take place. A garden area supports the Patch to Plate sustainable living program and the undercover basketball court, outdoor netball court and oval give a large amount of space for PE and play areas.

GPS pedagogical approach is drawn from the gradual release of responsibility where students take on further accountability for their own learning, collecting evidence of their own growth and own subsequent goal setting. GPS has PLC trained staff and has developed its own instruction model and is committed to collaboration, peer observation and feedback and reflection to build teacher capacity.

GPS is a member of the outer east network establishing strong ties with neighbouring schools through a COP (Community of Practice) approach.

School values, philosophy and vision

Values

- Respect
 - We treat everyone as important regardless of gender, age, race or ability
 - We value ourselves by doing our best and having a growth mindset
 - We take care of our learning environment
- Resilience
 - We accept feedback and use it for improvement
 - We calm down quickly and reset when things don't go right
 - We make an effort to put things right
- Team Work
 - We take responsibility to do our fair share of the work
 - We encourage each other and give others opportunities to contribute
 - We are flexible and inclusive when we are working with others
- Integrity
 - We do the right thing even when no one is looking
 - We are honest with each other
 - We tell the truth and take responsibility for our actions

Philosophy

Providing a supportive, safe and stimulating environment that promotes responsibility, continual improvement and positive social interaction.

Vision

To create enthusiastic, independent learners who achieve their potential and strive for excellence.

Gladysdale PS School Oath

We are proud to be students of Gladysdale Primary School.

We are passionate about helping and taking care of one another.

We have a positive attitude to our learning and will make the most of every day.

We will protect the environment and work together to make our school and country great.

Wellbeing and engagement strategies

Gladysdale 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 Gladysdale Primary School use a gradual release of responsibility 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 Gladysdale Primary School 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, including close connections with the local secondary school. Kinder students are encouraged to participate in whole school activities throughout their kinder year.*
- *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, regular surveys and feedback sessions. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through whole school classes four days a week.*

- *all students are welcome to self-refer to the School Chaplain or 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 positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Zones of Regulation*
 - *Play is the Way*
 - *Chaplain*
- *programs, incursions and excursions are planned as needed to address issue specific needs or behaviour*
- *buddy program*
- *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 Group Leader/Coordinator, 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*
- *Year five and six students have a representative of the STARS program take a 1 hour lesson a week discussing emotional awareness and respectful relationships.*
- *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 our [safety and school well-being policy]*
- *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 through 'what my principal should know', chaplain visits*
- *we support learning and wellbeing outcomes of students from refugee background through 'What my Principal Should Know', Chaplain visits, IEPs*
- *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](#) 'What My Principal Should Know', Chaplain visits, IEPs, Respectful Relationships, STARS program.*
- *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 (Berry Street Training)*
- *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

Gladysdale Primary School follows the Department's Policies:

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

- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

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

Gladysdale 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 ChildFirst*
 - *Re-engagement programs such as Navigator as required.*

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.*

Identifying students in need of support

Gladysdale 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. Gladysdale 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*
- *[Amend to include other referral pathways]*

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, 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.

The students also have their own Child Safe policy that outlines their rights and responsibilities in their own words and the process to follow when they do not feel safe.

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. [If your school has a stand-alone bullying prevention 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, Example 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*
- *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 Gladysdale 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.

Engaging with families

Gladysdale 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.
- having all staff at the school gate daily after school to allow for communication with parents and carers
- 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.

Evaluation

Gladysdale 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 – opinion survey and safety survey
- incidents data – on Compass

- school reports and academic data
- parent opinion survey
- CASES21, including attendance and absence data

Gladysdale 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
- Included in 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	26/04/2023
Consultation	Staff - 26/04/2023 Grade 5/6's - 27/04/2023 School Council - 01/05/2023
Approved by	Principal
Next scheduled review date	26/04/2025