



A School With A View

WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 97292614.

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.

Boronia Heights Primary School is committed to providing a safe, secure and stimulating learning environment for all students.

Boronia Heights Primary School is committed to child safety. As a community, we want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all children. There is zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We meet our legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. 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

School Profile

Boronia Heights Primary School was established in 1968 on a spacious, elevated site, which offers a panoramic view of the Dandenong Ranges. The school is set in spacious well-kept grounds with plentiful playing areas, two new turfed ovals with running tracks, sporting facilities and sheltered quiet areas. The recently refurbished buildings include new open learning spaces designed to accommodate new learning technologies and innovative teaching and learning practices. These learning spaces also include offices to enhance collaborative planning to promote consistent teacher practice and learning for all staff. Additional facilities include a new full-size gymnasium with toilets and change room facilities, an impressive music centre equipped with a state-of-the-art sound system. Resource Centre (Library), Art and LOTE rooms. The school community is proud of its school grounds which are well maintained and regularly improved. The staff and students take pride in their pleasant, well-kept working and learning environment, and the complete facility is air conditioned.

The characteristics which define the school's student population of 520 students includes a number of special needs children, EAL and Koorie families. Regular meetings with parents, support staff and teachers ensure a supportive program that promotes success for our special needs students. Life skills are also offered through our 'Kids In The Kitchen' and 'Harvest to table' programs. The school management and teaching staff work hard to develop and implement programs to meet the needs of all children and empower them to reach their full potential.

The school caters comprehensively for individual student needs within a broad curriculum. Specialist programs offered are Art, STEAM (science, technology, engineering and mathematics) Music, Physical Education and LOTE (German), and literacy support with our whole school synthetic phonics program "Jolly Phonics/ Jolly Grammar. In mathematics, Quicksmart is offered as intervention and Maths Olympiad is run as an extension program. Additional extension opportunities are available for children with skill or interest, to participate in choir, school band or to access private musical instrument lessons. A broad range of team, individual and recreational sporting activities are also offered to extend children's interest in physical activity. An integrated curriculum is implemented from foundation to year 6, offering a solid foundation in all subject areas underpinned by high level achievement in literacy and numeracy. Staff are fully committed to the development of the learner and themselves through professional growth and continued improvement.

School values, philosophy and vision

Boronia Heights Primary School values are Community, Achievement, Respect and Engagement.

Boronia Heights Primary School promotes itself within the community as a school that values the teaching and learning of Literacy and Numeracy, while developing the whole child through a full range of specialist and student wellbeing programs.

Boronia Heights Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Community, Achievement, Respect and Engagement at every opportunity.

Our school vision is:

"To provide a challenging and supportive environment that develops students who are confident and resilient learners and valued members of the community."

The high level of community involvement in school programs, committees and fundraising activities has assisted in developing a strong community culture.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters to promote values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings, and assemblies.

Boronia Heights Primary School's vision is to create Learners, Leaders, and Thinkers.

Boronia Heights Primary School's core purpose is to promote the development of active thinkers with communication and technology skills for the future.

Wellbeing and Engagement strategies

The introduction of the Berry Street model across the school has enabled a strong focus of wellbeing throughout all curriculum areas. The Berry Street Curriculum is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children and young people as they emerge.

The Berry Street curriculum has been developed with a few core principles in mind. First, it is designed as a process so that students' capacities build over time. As students' progress through their learning journey, they become better able to regulate their physical wellbeing, identify and manage their emotions, cultivate resilience, and identify and use character strengths. Consequently, the curriculum is focused on students' growth and development as they move through different topics and learn valued skills.

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.

Our school's Student Voice definition at BHPS is:

'Where we share thoughts, ideas and realistic suggestions in a respectful environment where we are willing to take action for what needs to be done.'

We have a strong focus on developing and enhancing student voice across the school with an understanding that students flourish if they have self-worth, are engagement and have a purpose.

Therefore, our regular classroom meetings, Junior School council and Leadership programs encourage student voice and aspirations across our school.

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 voice and school level assessment data
- deliver a broad curriculum including German, STEAM, Physical Education, Music, Performing Arts and Visual Arts to ensure that students can participate in subjects and programs that are tailored to their interests, strengths, and aspirations
- teachers at Boronia Heights Primary School use instructional models to ensure an explicit, common, and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- goal setting by students in reading, writing, numeracy, and personal areas to encourage student voice and ownership of learning
- teachers at Boronia 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 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 and celebrate student attendance, and implement attendance improvement strategies at a whole school, cohort and individual level
- students can contribute to and provide feedback on decisions about school operations through the Junior School Council Representative and other forums, including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, year level coordinator, assistant principals, and principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through education week, music programs, peer support programs, and buddies
- all students are welcomed to self-refer to the student wellbeing Coordinator, classroom teachers, yard duty teachers, peer support mentors, year group leaders, school chaplain, 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 whole school positive behaviour with our staff and students, which includes programs/models such as:
 - Rigor and Routine
 - Berry Street
 - Values
 - Student Voice
 - National Day Against Bullying and Violence
 - Cyber safety
 - Respectful Relationships
- programs, school visits and excursions developed to address issue-specific behaviour (i.e. behaviour management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs.
- 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.
- we provide a positive and respectful learning environment for our students who identify as LGBTQIA+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTQIA+ students\]](#)
- 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 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](#)

Targeted

- each year group has a level 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
- connect all Koorie students with a Koorie Engagement Support Officer
- students have an Individual Learning Plan, and if necessary, will be referred to Student Support Services for an Educational Needs Assessment

- 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
- social skills groups run by school chaplain to target specific needs.

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Learning Plans and Behaviour Support Plan
- program for Students with Disabilities
- referral to Welfare Coordinator and Student Support Services
- referral to private psychologist, speech pathologist and occupational therapist that run therapy in our school one day a week
- referral to school Chaplain
- referral to Child FIRST, Headspace.

Boronia Heights Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students who are 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 Child FIRST.

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 and celebrating individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family

- running regular Student Support Group meetings for all students:
 - with a disability
 - Koorie
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Boronia Heights 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.

Boronia 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
- anecdotal notes about behaviour for students in need.

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
- reach their potential
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- be respected and able to express their ideas, feelings and concerns
- have uninterrupted learning.

Students have the responsibility to:

- participate fully in their educational program
- have a go and work to the best of their abilities

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- include, support, help and share with others
- 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.

Student behavioural expectations and management

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 Boronia Heights Primary School's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Boronia Heights 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.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

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
- targeted intervention for individual students based on data
- withdrawal of privileges
- referral to the year level coordinator
- formation of a Student Support Group focusing on restorative practices to improve relationships
- behaviour support, and intervention
- suspension (In-school or Out-of-school, as appropriate)
- expulsion.

Suspension and expulsion 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/policyhttp://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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 Boronia Heights Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Engaging with families

Boronia 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 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.

Evaluation

Boronia 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
- SOCS

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 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 REOURCES

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022 May and reviewed again August 2022
Consultation	School Captains August 2022 School Council Education Committee on 22 nd August 2022
Approved by	Principal – Leanne Jennings and School Council August 2022
Next scheduled review date	2024