



# STUDENT WELLBEING, ENGAGEMENT AND INCLUSION 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.

Gardenvale 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Gardenvale Primary School is located in Landcox Street Brighton East and was opened in 1922. The school motto of 'Onward and Upward' continues to reflect our striving for excellence in all areas. Our vision and mission is for Gardenvale Primary School students to be fully engaged, challenged and to be inspired to aim high and realise their full potential. This is done through quality teaching and the delivery of programs that encourage a love of learning whilst being supported by a vibrant school community.

The school operates across two campuses situated 260 metres apart on Landcox Street, the Prep to Year 2 students on the Junior Campus and the Years 3 to 6 students on the Senior Campus. Specialist Programs are provided across both campuses, ensuring that all students spend part of the week on each campus.

The school has a current enrolment of 647 students. There is a strong demand for enrolment at all levels of the school, so it is necessary to adhere to the school's enrolment boundary. There are two Principal class members, 29 classroom teachers, 7 equivalent teaching specialists, 11 literacy support or integration staff and a team of 6 education support staff who operate our dual campus offices or maintain our developing IT infrastructure. Many support staff work in a range of time fractions.

The school continues to be the school of choice within the local community based on its high quality teaching and



learning programs, student academic achievement, student wellbeing programs and its outstanding specialist programs. Our school maintains a stable enrolment rate, this is a reflection of the high levels of student outcomes and achievement and the tremendous regard for the school held in the local community. Over the last two years however, we have had a number of students leave at the end of Year 4 largely due to scholarship offers from private schools.

Each of the two campuses contains a mixture of buildings including the original substantial brick building of three stories on the Senior Campus and the original brick building on the Junior Campus. In 2018 the newly built Year 6 Learning Hub was opened. This space allowing our Year 6 classes to operate closely with an adjoining, internal learning space. This Year 6 learning environment greatly assists our students with their transition to secondary school.

The school offers a range of well-resourced specialist subjects including Language Other Than English (LOTE) Japanese, Visual and Performing Arts, Library and Physical Education. An extensive outdoor education program of camps, excursions, bike education and swimming is provided as well as an annual ski camp and a biennial trip to Japan and school musical, written and directed by school staff, every other year.

## 2. School values, philosophy and vision

Gardenvale 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 honesty, empathy, respect, resilience and responsibility (HERRRby) at every opportunity.

Our school's vision is to 'Challenge, Engage, Inspire'.

We aim to empower our students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online on our school website and through COMPASS.

## 3. Engagement strategies

Gardenvale 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

- whole School HERRRby Values Program of Honesty, Empathy, Respect, Resilience and Responsibility
- appointing a student wellbeing manager and team
- 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, Staff Survey data, student management data and school level assessment data
- our school's Statement of Values is 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
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs and annual 'Celebrating HERRRby' Week activities.

#### Targeted

- each Year Level has a targeted wellbeing program that addresses the specific needs at that level.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Gardenvale 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
- 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

Where necessary Gardenvale Primary 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
- 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



Gardenvale Primary School accounts for the diversity of all students, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

Gardenvale 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. Gardenvale Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Regular meetings with the Student Wellbeing/Specialist Team to identify students of concern
- 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
- engagement with families
- referrals from staff or requests from 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 Student Wellbeing 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 Gardenvale Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Gardenvale 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 action will be taken by teachers and other school staff.

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
- referral to the Year Level Coordinator
- Restorative Practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

## 7. Engaging with families

Gardenvale 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 and COMPASS
- 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

Gardenvale 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:

- Attitudes to School Survey
- Parent Survey
- incidents data as reported on GradeXpert
- school reports
- case management
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

- Statement of Values and School Philosophy
- Bullying Prevention



- Child Safe Standards

## REVIEW CYCLE

This policy was last updated in June 2019 and is scheduled for review in June 2021

Approved by School Council 20/8/2019