



# PINEWOOD PRIMARY SCHOOL

## STUDENT WELLBEING AND ENGAGEMENT POLICY

### 1 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.

Pinewood 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.

### 2 SCOPE:

This policy applies to all school activities, including camps and excursions.

### 3 POLICY

Pinewood Primary School (PPS) is located in the City of Monash in the South-Eastern suburbs of Melbourne and is considered to be a school of choice within the local and wider community. The school has a current enrolment of 930 students. Enrolments are currently limited to families living in our enrolment zone to ensure ample provision of resources and curriculum opportunities.

Pinewood Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging complex 21st- century world.

Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, as we aspire to the provision of a positive and supportive environment with high expectations and personalised care for all students.

We employ quality, dedicated staff who work together to ensure that we maintain our high standards for the benefit of our students.

The broad profile of equivalent full time (EFT) staff include: 2 Principal class, 2 Leading Teachers, 4 EFT Learning Specialists, Experienced and Graduate teachers, Education Support Staff, Office Administration staff and a Qualified School Nurse. This profile provides for a rich diversity of ideas and experience. Staff regularly undertake Professional Development and a key focus throughout the current Strategic Plan has been the development of Writing, Numeracy and Student Wellbeing.

Our very modern facilities include recently built classrooms and an Administration building housing the Staffroom, Health Centre, Interview room and literacy spaces for Reading Recovery and English as an Additional Language (EAL). The school also has a Library, Computer Lab and a STEM learning space incorporating six classrooms.

The hall and music room accommodates concerts, musical performances and physical education classes. Pinewood is proud of its rich history, tradition of educational excellence and outstanding facilities which continue to grow and improve.

We focus on building children's emotional intelligence and intellectual capacity and in addition, support those that require additional support and extension.

A dedicated School Council and Parent Group assist all aspects of the school's operations and provide the basis for a strong community partnership.

Pinewood Primary School ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all of our students.

#### **4 School values, philosophy and vision**

The following core values reflect the beliefs we hold about how children learn, how our school will operate, and how we relate to one another.

RESPECT - having regard for self, others and property

SELF-CONFIDENCE - having faith and trust in yourself

INTEGRITY - being honest and fair

RESPONSIBILITY - being accountable for your actions and words

OPTIMISM - being hopeful and believing that good will come of things

In our community these values are demonstrated when:

- Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated, life-long learners
- Teaching and learning programs support students to develop a range of skills and strategies that enable them to be critical and creative thinkers
- Students are encouraged to work co-operatively and collaboratively with their peers and other members of the school community, and to be active and responsible citizens

## 5 Engagement Strategies

Pinewood 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, 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
- deliver a broad curriculum including to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Pinewood Primary School use the GANAG instructional model 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 Pinewood 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 year group meetings and at individual class levels. Students are also encouraged to speak with their teachers, Year Level Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school performances, art shows, athletics, music programs amongst others
- 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
  - You Can Do It (YCDI)
  - Smart Brain Wise Heart
  - RULER – (Yale University Online)
  - The Resilience Project
  - Harmony Day
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

### Targeted

- connect all Koorie students with a Koorie Engagement Support Officer
- 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
- a structured Buddy program is established at the time of Prep Transition to establish engagement and school connectedness from the outset
- 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

### Individual

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

Pinewood 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 students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education 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 Orange Door

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 Plan in collaboration with the student and their family where necessary
- 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.

## **6 Identifying students in need of support**

Pinewood 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. Pinewood 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

## **7 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.

## **8 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 Pinewood Primary School's Bullying policy.

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

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 Leading Teacher, Assistant Principal or Principal
- restorative practices
- 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.**

## 9 Engaging with families

Pinewood 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 10 Evaluation

Pinewood 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

## 11 FURTHER INFORMATION AND RESOURCES

[Child Safety section of the Pinewood Primary School Website](#)

[Attendance Policy](#)

[Bullying and Anti-Harassment Policy](#)

[Statement of Values/Code of Conduct](#)

## 12 REVIEW:

- This policy will be reviewed as part of the school's three-year review cycle.

- This policy was last ratified by School Council on

**October 2022**