



PINEWOOD PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Pinewood Primary School on (03) 8847 3200 or pinewood.ps@education.vic.gov.au

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

School Profile

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 approximately 980 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 and two STEM classrooms.

The gymnasium and synthetic sports grounds accommodates physical education classes and whole school events. We have one dedicated Art room and two dedicated music rooms. The music rooms accommodate for all music lessons as well as band and choir practice. 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 Wellbeing and 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 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
- 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
 - The Resilience Project
 - Harmony Day
 - The Resilience Project
 - The Cyber Safety Project
 - RULER – (Yale University Online)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

Targeted

- 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
- 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
- we support learning and wellbeing outcomes of students from refugee background
- 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
- 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](#)
- 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
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- 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 Groups](#)
 - [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](#)

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.

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 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

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- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student 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.

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 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 the Year Level PLC Leader
- restorative practices
- behaviour reviews
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in particular 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 Pinewood 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.

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
- Compass Chronicle
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Pinewood 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 way:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Reminders in our school newsletter
- Hard copy available 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](#)

11 FURTHER INFORMATION AND RESOURCES

- [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

12 APPROVAL AND REVIEW

Created date

16/10/2023

Consultation

Consultation was sought from School Council and the School Community in the development of this policy

Next review date

30/10/2025

- This policy was approved by the Principal on

25th October 2023