

STUDENT ENGAGEMENT AND WELLBEING POLICY



Help for non-English speakers

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

Phone: 03 5234 6463

Email: andrew.rogers2@education.vic.gov.au

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.

Beeac 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

CHILD SAFETY

Beeac Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that student engagement and wellbeing strategies are developed inclusively to meet the needs of all students.

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POLICY IMPLEMENTATION

Beeac Primary School is committed to ensuring that information and procedures to enable and to respond to concerns raised by students are age-appropriate, simple, and accessible for all students including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, students with disability, LGBTIQ+ students and other vulnerable students. We openly display contact details for independent child advocacy and child helpline services throughout the school. The school delivers age-appropriate education to all students about:

- healthy and respectful relationships (including sexuality)
- resilience and coping with adversity
- child abuse awareness and their right to be safe
- their right to make decisions about their body and their privacy
- how they can raise concerns about safety, abuse or other harm
- any concerns raised will be taken seriously and responded to appropriately

Information about these and other child safety and wellbeing topics, is made available to all students through various age-appropriate engagement and wellbeing initiatives as well as communications such as newsletters and the school's website and communication portal. Child safety and wellbeing topics are also incorporated into the school's curriculum.

The small size of our school means that in any given class a range of student ability exists, in some cases spanning four years. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

1. School profile

Beeac Primary School is situated in the township of Beeac, a rural community 19km north-east of Colac. The students attending the school come from Beeac and surrounding communities of Cundare, Dreeite, Weering, Eurack and Cressy. Families have access to a bus service that transports students to school.

The school's main building is a classic red brick building with high ceilings and spacious classrooms. The school's facilities include a Building Education Revolution (BER) double classroom. All buildings have up to date facilities and contemporary outdoor playground areas.

Beeac Primary School staffing profile includes a principal, two full time teachers, one teacher three days a week, three classroom aides, a specialist teacher and office staff.

The Beeac Primary School learning program is tailored to each educational stage and builds resilient and independent learners with a strong work ethic and critical skills in decision-making, leadership, and enterprise. Beeac Primary School aims to provide every student with a wide range of educational opportunities from Foundation to Year Six with diverse learning experiences from a broad curriculum

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offering. Beeac Primary School offers specialist classes in, Visual Arts, Music, Library, Physical Education, Language other than English (Chinese) and a kitchen garden program.

We aim to provide a learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication. We aim to develop each child by building on their existing learning; by empowering each child to take greater ownership for their learning and by aiming to engage each child in interesting, interactive and imaginative learning.

2. School values, philosophy and vision

Beeac Primary School strives to be a school where co-operation, respect, kindness and a sense of fairness underpin teaching and learning. We recognise that learning is best fostered in a caring, nurturing and challenging environment in which students feel valued, enjoy their learning and are given guidance, choice and ownership. Beeac Primary School is a school community focused on the academic, social and emotional wellbeing of each of our students.

The following values underpin the school's educational purpose.

1. Striving for our personal best
2. Developing lifelong learning skills
3. Nurturing a spirit of enquiry
4. Fostering confidence, persistence, independence

Values:

Respect

- I respect myself and others. I listen to others with an open mind
- I respect other peoples' opinions.
- I am tolerant.
- I respect school property and the property of others.

Learning-

- I maintain a positive and curious mind.
- I seek out new knowledge and ideas with enthusiasm.
- I seek to continuously improve my skills.

Teamwork

- I willingly share ideas, resources and skills.
- I am helpful and approachable.
- I contribute positively to class and group activities.

3. Wellbeing and Engagement strategies

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Beeac 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.

Encouraging Expected Behaviours

Teaching expected positive behaviours is necessary, but not sufficient for success in learning. Schools must also provide incentives to encourage students to use pro-social skills. The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school. Beeac Primary School has developed and implemented school wide positive behaviour strategies for staff to use when students exhibit the expected positive behaviours related to the school values and expectations.

Positive Reinforcement

The implementation of School Wide Positive Behaviours (SWPBS) and Social and Emotional Learning (SEL) programs across the school supports the provision of a safe and supportive learning environment. Beeac Primary School adopts a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

Our key focus is on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning

Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions and parent learning programs and through the establishment of SWPBS and SEL programs that manage incidents via increasingly clear and well-understood processes. This in turn promotes better community engagement. We endeavor to maintain strong relationships with all relevant support agencies.

Programs and Strategies to promote student engagement include:

- building positive relationships through working with one to one/small groups as needed
- enrichment and engagement programs – Extra curricula programs

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- social skills groups
- academic Intervention – literacy and numeracy based intervention (as needed)
- school based and external providers as needed
- Student leadership groups

The school promotes and maintains high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- following up student absences promptly and consistently
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance

4. Identifying students in need of support

Beeac Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

The school uses coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support.

Beeac 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
- referrals from staff

5. Rights and Responsibilities

All members of our school community have a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. 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.

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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.

Curriculum Development

All students have the right to access curriculum which addresses their academic, physical and social needs. The school is responsible for curriculum delivery and design. Curriculum documents are available to staff and parents/carers. Where applicable Beeac Primary School will provide a variety of programs and interventions that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. This might include:

- a. An Individual Learning Plan for each student at risk academically outlining in detail the students' learning goals.
- b. A Student Absence Learning Plan for when a child has an extended absence from school.
- c. A Behaviour Action Plan to develop strategies for students experiencing behavioural difficulties.

Participation

Beeac Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

Harassment and Victimization

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Beeac Primary School community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

6. Student behavioural expectations

Behavioural expectations of students are grounded in our school's *Statement of Values* and *Student Code of Conduct*.

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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 and in accordance with our *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Beeac Primary 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Shared Expectations

Classroom Management

Teachers will:

- follow the school's expected behaviours and consequences
- support students to be familiar with the school expectations and consequences
- support students to make the link between the school values and behavioral expectations
- revisit the behavior expectations on a regular basis throughout the year
- establish rapport with and welcome the involvement of parents

Engage in quality teaching and learning

Teachers will:

- ensure learning experiences are relevant and meaningful
- ensure that there is an appropriate level of challenge for each student
- match learning experiences and assessment techniques with student interests and learning styles
- encourage cooperative learning

Provide opportunities for students to make decisions about their own learning

Teachers will:

- clearly communicate fair and reasonable expectations
- encourage students to set goals and persist in problem solving
- assist students to develop time management and study skills
- develop supportive interpersonal relationships
- acknowledge students exhibiting positive behaviour
- communicate a genuine interest in and care for the students
- support students to develop a sense of responsibility for their own progress and personal behaviour goals

Establish ways to develop self-esteem

Teachers will:

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- Plan for success by breaking tasks into manageable steps which ensure individual success
- acknowledge success
- minimise criticism and accept mistakes as part of the learning process
- communicate regularly with all students
- create a sense of belonging to the classroom group
- give students responsibility

School Parents/Carers are expected to:

- promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- support the school in maintaining a safe and respectful learning environment for all students
- support their child by maintaining regular attendance, modeling positive behaviours and assisting their child with their schoolwork
- cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- actively support their child's engagement in the school environment

Students are expected to:

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- attend regularly and participate fully in the school's educational program. Beeac Primary School recognises that some students need support to achieve this and will work with those students to improve attendance.
- take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
- learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal

Policies and procedures for responding to inappropriate student behaviour.

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 principal
- restorative practices
- detentions
- behaviour support and intervention meetings

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- suspension
- expulsion

Student Discipline procedures – suspension and expulsion

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

- [PAL Suspensions Policy](#)
- [PAL Expulsions Policy](#)
- [PAL Restraint and 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 Beeac Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Beeac Primary School has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the school agreements. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student.

Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the school governing Board, the principal and/or deputy principal.

The school will consider the educational and emotional impacts on the student and take into account situations where a student is in out-of-home care, a Koori student, and/or a student with a disability, when taking suspension or expulsion measures. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

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

7. Engaging with families

Beeac 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 relevant school policies and procedures, available on our school website, newsletter 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

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- 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 (as needed)
- establishing positive partnerships with external agencies to support the educational and emotional development of all students.

8. Evaluation

Beeac 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, including attendance and absence data
- SOCS

Beeac 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 and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter
- Discussed at student forums
- 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](#)

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FURTHER INFORMATION AND RESOURCES

Related School Policies/Documents:

This policy should be read in conjunction with the following school policies:

- Bullying Prevention Policy
- Child Safe Policy
- Child Safe Code of Conduct and Statement of Commitment
- Digital Learning Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Parent Complaints Policy
- Statement of Values and School Philosophy

Related Department of Education and Training policies

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](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed every 2 years, or earlier as required following analysis of new research or school data. Proposed amendments to this policy will be discussed with students, staff and parents and at School Council.

Policy last reviewed	June 2022
Approved by	Principal
Consultation (Mandatory)	School staff/School Council July 2022
Next scheduled review date	June 2024