



Student Engagement and Wellbeing Policy



Help for non-English speakers

If you need help to understand this policy, please contact the school Office.

<p>Purpose</p>	<p>The purpose of this policy is to ensure that all students and members of our school community understand:</p> <ul style="list-style-type: none"> (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. <p>Grovedale West 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.</p> <p>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.</p>
<p>Scope</p>	<p>This policy applies to all school activities, including camps and excursions.</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. School profile 2. School values, philosophy and vision 3. Wellbeing and Engagement strategies 4. Identifying students in need of support 5. Student rights and responsibilities 6. Student behavioural expectations and management 7. Engaging with families 8. Evaluation
<p>School Profile</p>	<p>Grovedale West Primary School was established in 1978 and is located in a suburb of Geelong on the southern fringe. We average around 380 students in Prep to Year 6 with 37 school staff members including a School Chaplain and Wellbeing Coordinator.</p> <p>Our school grounds are expansive, and our students are actively involved in establishing an urban nature area and a sustainable school culture. Most students that attend our school live locally and tend to walk, ride their bike to school or be driven by their parents. The school has strong links with neighbouring Kindergartens and maintains strong community links.</p> <p>The school has a positive culture of diversity and inclusion. Hosting the Regional Deaf Education Centre and catering for a broad range of student needs, we strive to provide a nurturing and challenging environment that empowers students to reach</p>

	<p>their personal best, both academically and socially.</p> <p>Grovedale West Primary School acknowledges the Traditional Owners of country throughout Australia and recognise their continuing connection to their culture and the land and waters that we live, learn and interact on. We pay our respects to their Elders past, present and emerging.</p>
<p>School values, philosophy and vision</p>	<p>The school have worked with the school community to develop the following values. We want our students to love learning, embrace life and to achieve more than they ever thought possible.</p> <p>The school has a shared focus on children at the centre of the learning, global connectedness, future thinking and achievement and excellence.</p> <p>Grovedale West 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 respect, integrity and kindness at every opportunity. Our school's vision is to empower 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.</p> <p>Values:</p> <p>RISE</p> <ul style="list-style-type: none"> • Responsible • Inspiring • Strong • Empathetic <p>Vision:</p> <p>The school's vision is based on the Melbourne Declaration - Educational Goals for Young Australians (2008)</p> <p>Students at Grovedale West Primary School will be provided with an education that will enable them to become:</p> <ul style="list-style-type: none"> • Successful learners • Confident and creative individuals • Active and informed citizens. <p>The development of young learners at GWPS is also underpinned by the 6cs.</p> <ul style="list-style-type: none"> • Character education • Citizenship • Communication • Critical thinking and problem solving • Collaboration • Creativity and imagination <p>Student Agency and Voice</p> <p>The school places a strong focus on engaging students in their learning through the provision of authentic learning experiences. Students are actively engaged with</p>

	<p>their teachers and others in designing the shaping curriculum experiences</p>
<p>Wellbeing and engagement Strategies</p>	<p>Grovedale West 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.</p> <p>School Wide Positive Behaviours and Resilience, Rights and Respectful Relationships</p> <p>The school engages in the School Wide Positive Behaviour and the Resilience, Rights and Respectful Relationships framework providing a whole school approach to developing positive resilient students. This includes nurturing students understanding of :</p> <ul style="list-style-type: none"> • Respectful Relationships • Emotional literacy • Personal strengths • Positive coping • Problem solving • Stress management • Help seeking • Gender identity • Positive gender relations <p>Grovedale West 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.</p> <p>A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below.</p> <p>Universal Support</p> <ul style="list-style-type: none"> • 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 to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations • Teachers at Grovedale West Primary School use a ‘Gradual Release of Responsibility’ instructional framework 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 Grovedale West 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 are provided 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
- The school monitors 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 strong student agency and voice and student forums and surveys. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- The school creates opportunities for cross—age connections amongst students through school plays, transition sessions and curriculum engagement through science, arts and music programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Wellbeing Champion, Homegroup teachers, Assistant Principal 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.
- Grovedale West Primary School engages in:
 - School Wide positive behaviour support with our staff and students which has a strong foundation based on positive psychology and mindset
 - Safe Schools
 - Respectful Relationships
 - Health Heroes
- Grovedale West Primary School facilities programs, incursions and excursions developed to address student health and wellbeing, safety and behaviour
- Students have opportunities for inclusion through sports teams, recess and lunchtime activities, music groups etc
- 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.

Targeted

- Each year group has a Child Safe Champion who is responsible for monitoring the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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. Aboriginal students have access to an Aboriginal Engagement Support Officer

- Our English as a Second Language students and those from a refugee background are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through including school-based support when approved from the Geelong English Language Centre.
- 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 using the DET Safe Schools model of support.
- 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
- 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 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 Staff will undertake professional learning opportunities to increase their understanding of supporting students with additional needs where a need has been identified through data, or teacher observation.
- The Student Wellbeing Coordinator provides pastoral care to students whose parents have provided permissions for engagement.

Individual

Grovedale West 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 / Safety Support Plan
- Considering if any environmental changes need to be made
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as 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

	<ul style="list-style-type: none"> • 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 through teacher to provider communication. • 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: <ul style="list-style-type: none"> ○ With a disability ○ In Out of Home Care ○ With other complex needs that require ongoing support and monitoring.
Identifying students in need of support	<p>Grovedale West 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. Grovedale West Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:</p> <ul style="list-style-type: none"> • 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 and suspension data • Engagement with families • Engagement with external providers • Engagement with DFFH or Child First (and associated agencies) • Guided by the Child First Protect Guidelines and Mandatory Reporting Guidelines.
Student Rights and Responsibilities	<p>All members of our school community have a right to experience a safe and supportive school environment. Primary school is a time of learning and mistakes can be made by young children, but a restorative approach will be used to teach replacement behaviours. 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.</p> <p>Students have the right to:</p> <ul style="list-style-type: none"> • 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 in a respectful manner. <p>Students have the responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in their educational program • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community

	<ul style="list-style-type: none"> • Respect the right of others to learn. <p>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.</p> <p>Further information about raising a complaint or concern is available in our Complaints Policy.</p>
Student behavioural expectations	<p>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 Grovedale West Primary School's Bullying policy.</p> <p>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. Bullying will be managed in accordance with our Bullying Prevention Policy.</p> <p>When a student acts in breach of the behaviour standards of our school community, Grovedale West Primary School's 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.</p> <p>Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.</p> <p>Primary school students are taught the age-appropriate skills of social interaction supported through restorative dialogue. Students have differentiated needs and a restorative model can supports varied needs and lead to improved outcomes for students.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 a member of the Leadership Team • Restorative practices • Use of a Behaviour Plan to guide behaviour and consequences • Detentions • Behaviour reviews • Suspension • Expulsion <p>Suspension and expulsion are measures of last resort and are used in particular situations consistent with Department policy.</p>

	<ul style="list-style-type: none"> • 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 <p>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.</p> <p>The Principal of Grovedale West Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.</p> <p>Corporal punishment is prohibited by law and will not be used in any circumstances at our school.</p>
Engaging with families	<p>Grovedale West 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.</p> <p>We work hard to create successful partnerships with parents and carers by:</p> <ul style="list-style-type: none"> • Ensuring that all parents have access to our school policies and procedures, available on our school website or from the office • 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 in curriculum-related activities and through the use of the SEE SAW digital portfolio • Coordinating resources and services from the community for families • Including families in Student Support Groups and developing individual plans for students. • Ensuring effective communication using COMPASS and SEE SAW
Student Wellbeing and Engagement	<p>Grovedale West 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.</p> <p>Sources of data that will be assessed on an annual basis include:</p> <ul style="list-style-type: none"> • Student survey data • School Wide Positive Behaviour data • Incidents data • ILIP data • School reports • Parent survey • Case management • CASES21 • SOCS <p>Grovedale West 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.</p>

Communication	<p>This policy will be communicated to our school community in the following ways</p> <ul style="list-style-type: none"> • Via the School Newsletter for community feedback. • Available publicly on our school's website • Included in staff induction processes • Made available in hard copy from school administration upon request <p>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:</p> <ul style="list-style-type: none"> • Suspension process • Expulsions - Decision 								
Further Information and Resources	<p>The following Department of Education and Training Policies are relevant to this Student Engagement and Wellbeing Policy.</p> <ul style="list-style-type: none"> • 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 <p>The following school policies are also relevant to this Student Wellbeing and Engagement Policy:</p> <ul style="list-style-type: none"> • Child Safety and Wellbeing Policy • Bullying Prevention Policy • Inclusion and Diversity Policy • Statement of Values and School Philosophy <p>The Policies are available on the School Website</p>								
Review cycle	<table border="1"> <tr> <td data-bbox="424 1615 804 1655">Policy last reviewed</td> <td data-bbox="804 1615 1425 1655"> <ul style="list-style-type: none"> • 25/7/2022 </td> </tr> <tr> <td data-bbox="424 1655 804 1787">Consultation</td> <td data-bbox="804 1655 1425 1787"> <ul style="list-style-type: none"> • Staff 2/8//22 • School Council Consultation 10/8/22 7/12/22 • Community Consultation 18/11/22 </td> </tr> <tr> <td data-bbox="424 1787 804 1912">Approved by</td> <td data-bbox="804 1787 1425 1912"> <ul style="list-style-type: none"> • This Policy has been approved after consultation by Gretta Lynch Principal and School Council on the 7/12/22 </td> </tr> <tr> <td data-bbox="424 1912 804 1953">Next scheduled review date</td> <td data-bbox="804 1912 1425 1953"> <ul style="list-style-type: none"> • July 2024 </td> </tr> </table>	Policy last reviewed	<ul style="list-style-type: none"> • 25/7/2022 	Consultation	<ul style="list-style-type: none"> • Staff 2/8//22 • School Council Consultation 10/8/22 7/12/22 • Community Consultation 18/11/22 	Approved by	<ul style="list-style-type: none"> • This Policy has been approved after consultation by Gretta Lynch Principal and School Council on the 7/12/22 	Next scheduled review date	<ul style="list-style-type: none"> • July 2024
Policy last reviewed	<ul style="list-style-type: none"> • 25/7/2022 								
Consultation	<ul style="list-style-type: none"> • Staff 2/8//22 • School Council Consultation 10/8/22 7/12/22 • Community Consultation 18/11/22 								
Approved by	<ul style="list-style-type: none"> • This Policy has been approved after consultation by Gretta Lynch Principal and School Council on the 7/12/22 								
Next scheduled review date	<ul style="list-style-type: none"> • July 2024 								

