

# STUDENT WELLBEING AND ENGAGEMENT POLICY DRAFT



## Help for non-English speakers

If you need help to understand the information in this policy please contact Heidelberg Primary School on 9457 2259.

## 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.

Heidelberg 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, where student participation is encouraged and valued, 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 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
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## POLICY

### 1. School profile

At Heidelberg Primary School, our staff work collaboratively in Professional Learning Teams (PLC) to ensure effective evidence-based teaching practices that develop learning opportunities and outcomes for all our students. All staff have a responsibility to contribute to the delivery of a broad,

challenging, and engaging curriculum that is differentiated to cater for all student learning and wellbeing needs and aligned to the Victorian Curriculum and the Victorian Teaching Learning Model (VTLM).

With a focus on inquiry-based curriculum that utilises and extends the application of learning technologies in a collaborative and supportive environment we provide engaging and stimulating opportunities for students to extend themselves and maximise their potential. We value balance between learning and wellbeing to provide the optimum conditions for our students to thrive. Our school offers a range of specialist programs including Japanese, The Arts, Health & Physical Education, Library and Science.

## **2. School values and vision**

Heidelberg Primary School's Values and Vision Statement are integral to the work that we do and are the foundation of our school community.

### ***Our school's values:***

- *Respect*
- *Responsibility*
- *Compassion*
- *Resilience*

Students, staff and members of our school community are encouraged to live and demonstrate our school values at every opportunity.

### ***Our school's Values Guiding Statements:***

#### ***Respect:***

We respect ourselves, each other and our school, and understand that our attitudes and behaviours have an impact on the people around us and our environment. We appreciate the diversity and worth in others.

#### ***Responsibility:***

We are responsible for doing the things we are supposed to do and accepting the results of our actions towards ourselves, others and the environment.

We recognise we are accountable for our actions towards ourselves, others and the environment.

#### ***Compassion:***

We model and demonstrate compassion by taking the opportunity to be kind, caring, helpful and empathetic.

#### ***Resilience:***

We demonstrate resilience by asking for help, coping when things go wrong, giving things a go, and showing persistence.

### ***Our school's Vision Statement:***

At Heidelberg Primary School we empower our students to be curious and creative thinkers in an inclusive and engaging environment.

We develop a commitment to lifelong learning, value wellbeing and diversity, and build authentic connections with our local and global communities.

### **3. Wellbeing and engagement strategies**

Heidelberg 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.

#### *Universal strategies at Heidelberg Primary School*

- *ensuring high and consistent expectations of all staff, students and parents and carers*
- *prioritising positive respectful 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *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, Compass Pulse, School Wide Positive Behaviour Support (SWPBS) and school level assessment data*
- *utilising the Framework for Improving Student Outcomes (FISO 2.0), High Impact Teaching Strategies, and the literacy and numeracy instructional models to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *adopting 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 Values and School Philosophy 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 (SRC) and other forums including year group meetings. Students are also encouraged to speak with their teachers, Professional Learning Communities (PLC) Leaders, Assistant Principal and Principal whenever they have any questions or concerns.*

- *create opportunities for cross—age connections amongst students through playtimes, athletics, music programs, special days*
- *all students are welcome to self-refer by speaking with their classroom teacher, 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*
- *the Social Emotional Learning (SEL) Team oversee wellbeing curriculum, initiatives and programs and we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Resilience Rights Respectful Relationships (RRRR)*
  - *School Wide Positive Behaviour Support (SWPBS)*
  - *Refugee Education Support Program (RESP)*
  - *Connect, Create, Explore (CCE) , start of the year and revisit at start of semester 2*
  - *Breakfast Club sponsored by Foodbank*
  - *Pat Cronin talks, whole school event*
  - *Evolve (Digital Safety and Wellbeing) , including workshops for students and staff*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Revved Up - Stride Program in Year 5 & 6, MPower Stride Program in Year 4)*
- *opportunities for student inclusion (i.e. sports teams, enrichment activities, clubs, recess and lunchtime activities)*
- *buddy program for Foundation linked to Year 6*
- *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 Wellbeing Leader responsible for their year, who monitor the health and wellbeing of students in their year, and can 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*
- *our English as an alternative language (EAL) students are supported through the classroom programs, and all cultural and linguistically diverse (CALD) students are supported to feel safe and included in our school including through*
- *we support learning and wellbeing outcomes of students from refugee background through support from our Refugee Education Support Program (RESP) and broader staff teams*
- *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](#)*
- *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 Education Plan (IEP) and a Student Support Group (SSG) and being 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](#), and <https://www.vic.gov.au/disability-inclusion-extra-support-children-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, the Berry Street Education Model (BSEM) strategies and approaches to be implemented*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*

### Individual

*At Heidelberg Primary School we have developed a Tiered System of Support including resources to assist staff and students when required:*

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- <https://www.schools.vic.gov.au/disability-inclusion>
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

*Heidelberg 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 Service Officers (SSSO)*
  - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst, Orange Door*
  - *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 (KESO)*
- *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.*

#### **4. Identifying students in need of support**

*Heidelberg Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Social Emotional Learning (SEL) team and Wellbeing Leaders play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Heidelberg 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*
- *self-referrals or referrals from peers*

#### **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, racism, 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, the school staff 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.

## **6. Student behavioural expectations and management**

*Behavioural expectations of students are grounded in our school's Statement of Values and through our SWPBS framework, RRRR and wellbeing lessons.*

*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 HPS Bullying Prevention Policy.*

*When a student acts in breach of the behaviour standards of our school community, Heidelberg 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 withdrawal of privileges or withdrawal from class.*

*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*
- *referral to a member of the leadership team*
- *restorative practices*
- *behaviour support and intervention meetings*
- *withdrawal of privileges*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in 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 Heidelberg Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

Heidelberg 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
- 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**

Heidelberg 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
- Student Online Case System (SOCS)

Heidelberg 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 Included in staff induction processes

- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- 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](#)

## FURTHER INFORMATION AND RESOURCES

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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy and Child Safety Code of Conduct
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October_ November 2025
Consultation	Student Representative Council (SRC) November 2025 Staff Daily Organisation - all staff Week 3, Term 4, 2025 Wellbeing Leaders Meeting - Week 5, Term 4, 2025 Education Sub-committee October & November 2025 Capers - school newsletter, Week 5, Term 4, 2025
Approved by	School Council (Date to be inserted) 30th March 2026 TBC
Next scheduled review date	October 2027