



Heidelberg 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 Heidelberg Primary School on 94572259.

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.

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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

POLICY

1. School profile

Heidelberg Primary School is in a developed area in Melbourne's northern suburbs and located in the City of Banyule. In 2023 the current enrolment is 570 with 25 classrooms. The school is a multicultural community with a diverse range of cultures, including ATSI (Aboriginal and Torres Strait Islander) students. 42% of our students have a language background other than English. We have some students funded under the Program for Students with Disabilities (PSD) and Education Support staff are employed to support these students. We are proud of our diversity and inclusive school community.

The school is student and curriculum focused, encouraging high standards of achievement. Specialist programs include: Science, Physical Education, The Arts and LOTE (Japanese). A variety of extra-curricular programs are offered including: swimming, athletics and interschool sports, a sequential camping program from Year F to 6, a student leadership program, lunchtime clubs programs and music (keyboard, drums, guitar and recorder).

Our school aims for its students to develop resilience and emotional wellbeing. We pursue this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. Major components of our student wellbeing program are the School Wide Positive Behaviour Support framework, our Connect, Create, Explore Program, expected behaviours aligned to the school values, and a comprehensive delivery of the Resilience, Rights and Respectful Relationships program.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Our school has close ties with the community, and enjoys support from local businesses and community services. Most students that attend our school live locally and tend to walk or ride their bike to school.

2. School values, philosophy and vision

Heidelberg Primary School's Mission, Vision and Values form the essence of its philosophy. These underpin all our school's processes, policies and practices. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

VISION

Heidelberg Primary School's vision is to empower our students to be life-long learners who build authentic connections with their local and global communities.

MISSION

Heidelberg Primary School's mission is to develop students to be curious and creative thinkers in an inclusive and engaging environment.

SCHOOL VALUES AND GUIDING STATEMENTS

Respect, Responsibility, Compassion and Resilience

Respect

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

3. Wellbeing and engagement strategies

Heidelberg Primary School is focused on setting high expectations for all students, providing a supportive environment that enhances learning, personal growth and wellbeing. We aim to provide an engaging environment that promotes equity and excellence with learners who are confident, flexible, creative thinkers with a sense of agency in their learning. We encourage a sense of self worth and self-awareness to enable our students to function as informed, responsible local and global citizens.

Whole school engagement strategies at Heidelberg Primary School

- Ensuring consistent expectations of learning for our staff, students and families with the use of evidence-based learning models at HPS:
 - Workshop Model in Reading and Writing
 - Launch, Explore and Summarise Model in Mathematics
 - Cycle of Inquiry Learning based on Kath Murdoch's research
 - Social and Wellbeing Program- Resilience, Rights and Respectful Relationships

- Prioritising positive, respectful relationships between staff and students through consistently delivering and applying our wellbeing programs (Resilience, Rights and Respectful Relationships Program and School Wide Positive Behaviour Support Framework). This also includes using these programs to support and respond to conflict or educate our students on a classroom or cohort needs linked to upholding respectful relationships.
- Creating an inclusive, engaging and supportive culture with initiatives, such as Professional Learning Communities approach for teachers, junior school council with working parties on student actions, Meet the Teacher conferences and learning profiles for each student with parent/ student input.
- Welcoming all parents/carers and being responsive to them as partners in learning to implement strategies where appropriate to enhance family satisfaction e.g. Meet the Teacher, Information Sessions, Home Learning supports around the expectations and learning in the school newsletter or school-based videos. This content could include information on spelling, reading and mathematics learning at home with practical activities for families.
- Analysing, unpacking and being responsive to a range of school data such as attendance, Student Attitudes to School Survey, Parent Opinion survey data, student management data and school-level assessment data
- Implementing the Framework of Improving Student Outcomes model to ensure an explicit, common and shared model of instruction for teachers
- Catering and responding to the diverse learning styles, strengths and needs of our students with formal and informal assessments
- Incorporating our school values into the curriculum and promoting them to students, staff and parents so that they are shared and celebrated as the foundation of our school community (e.g. explore each value with the students and discuss what it means to the students, what it looks like across the school environment, what it sounds like and what it feels like. This activity is part of each classroom's learning program when discussing each school value at the beginning of the year)
- Implement carefully planned transition programs to support students moving into different stages of their schooling. We will achieve this by conducting a whole school Step Up Day in Term 4 for future classes, Buddy program across the school (Year 3/4 working with Year 1/2 classes), Year 6 students taking part in the Statewide Year 6 to 7 Transition Days, Year 6 students visiting High School and HPS providing transition lessons for Year 6 students to High School and our Year 5 students completing a transition week as future Year 6 students in the final weeks of the school calendar
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies, Compass and in communication to parents
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Providing students the opportunity to contribute to and provide feedback on decisions

about school operations through the Junior School Council, Student Voice Teams and other forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning

- Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - School Wide Positive Behaviour Support
 - Resilience, Rights and Respectful Relationship
- Implementing the student leadership program and engaging young leaders in student leadership conferences
- Creating student leadership opportunities through student led assemblies, student ambassadors, as well as fostering leadership through student interests including lunchtime clubs.
- Encouraging student voice and agency through student inquiry, self-assessment and goal setting classroom practice and reporting to families
- Creating opportunities for cross-age connections amongst students through buddy programs, school productions, sporting and whole school special events, music programs and lunch time clubs
- Creating opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Creating opportunities for students to participate in incursions and school excursions linked to their learning once a semester
- Creating opportunities for students to access programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. life education/ digital safety online)
- Ensuring 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 student engagement strategies at Heidelberg Primary School

- Each year level of the school has a Leader, a senior teacher responsible for their year, who monitors the health and wellbeing of students in that year, and act as a point of contact for students who may need additional support
- Each year level of the school has a Leader, a senior teacher responsible for their year, who monitors the engagement students in that year, and act as a point of contact for students who may need additional support academically e.g. target Literacy or Numeracy intervention
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and/or Torres Strait Islander culture – refer to our department guidelines for supporting Koorie students*

- *our English as an Alternative 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 including through refer to our department guidelines for supporting EAL students*
- *We support learning and wellbeing outcomes of students from refugee background through refer to our department guidelines for supporting refugee students*
- *We promote a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)*
- *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*
- *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](#)*
- Assign all students in Out of Home Care to a Learning Mentor, have an Individual Learning Plan and Student Support Group and refer to Student Support Services for an Educational Needs Assessment.
- The Student Engagement and Wellbeing Team will plan and support teachers to implement health and wellbeing strategies in response to needs identified by student wellbeing data, classroom teachers and other school staff (e.g. First Aid Officer) each year.
- Develop and implement trauma informed practices with specialist support (allied health, leading teachers) to support students who have experienced trauma in the classroom in order to reduce re traumatisation and maximise learning and engagement.

Individual student engagement strategies at Heidelberg Primary School

Implemented strategies that support and provide individual engagement include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with the 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 in collaboration with key stakeholders including the family and allied health services and other services involved in a coordinated meeting
- Considering if any environmental changes need to be made, for example changing the classroom set based on a functional analysis of behaviours and current skills.

Referring the student to:

- school-based wellbeing supports
- Student Support Services
- appropriate external agencies
- appropriate external supports such as council based youth and family services, allied health professionals, Headspace, CAMHS 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
- 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 – including but not limited to; council based youth and family services, allied health professionals, Headspace, CAMHS or Child First
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- organising regular Student Support Group (SSG) meetings for all students, once or twice a term or as required:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring

Links to information on the Department’s Policy and Advisory Library such as:

- [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:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

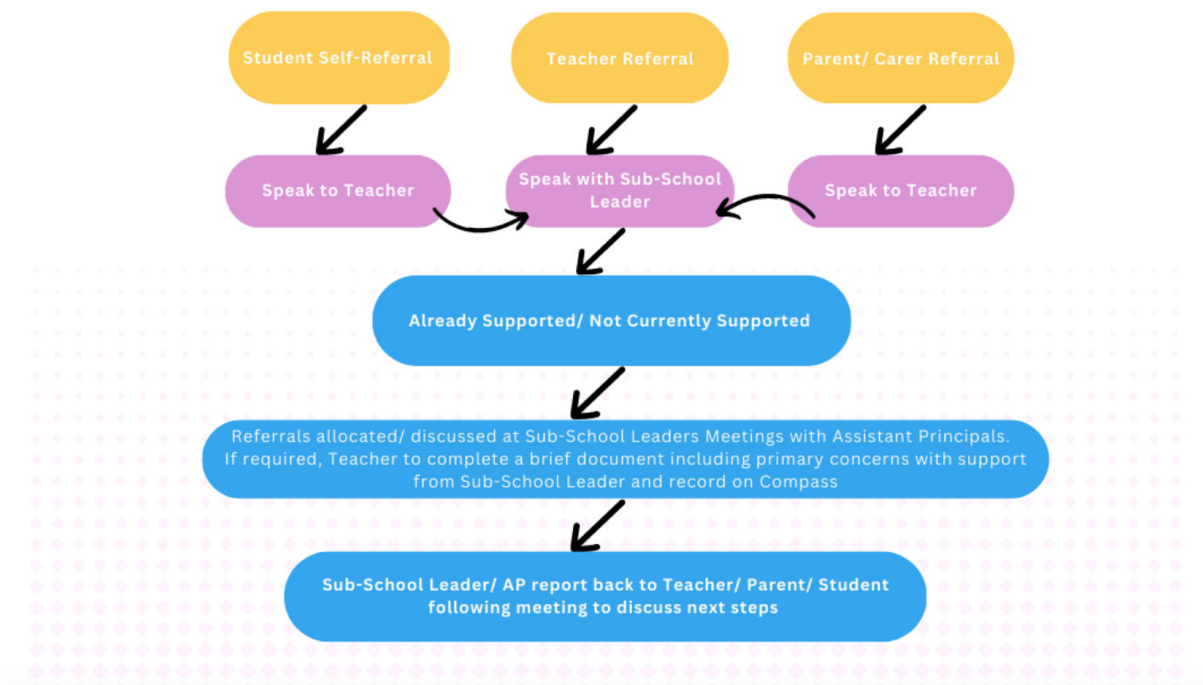
4. Identifying students in need of support

Heidelberg Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays 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
- detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Wellbeing/ Learning Referral Flowchart

Heidelberg Primary School 2023



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 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, 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.

6. Student behavioural expectations and management

At Heidelberg Primary School we expect high standards of student behaviour based on our school values and the Respectful Relationships philosophy. We endeavour to bring together our school community to develop a positive, safe, supportive learning culture.

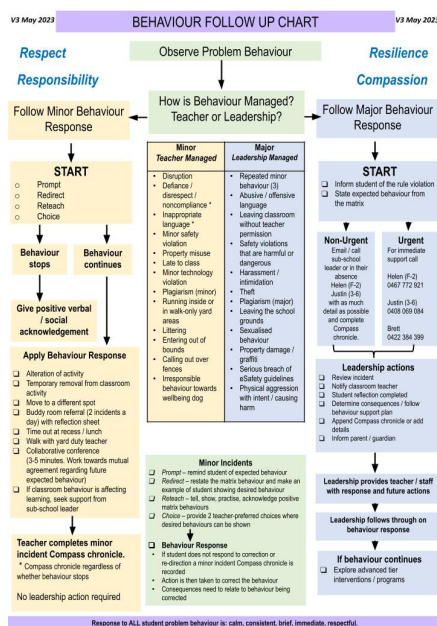
Behavioural expectations of students are grounded in our school’s vision statement, values statements and in our commitment to the Rights, Resilience and Respectful Relationships program and School-wide positive behaviour support framework.

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.

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 and the School-Wide Positive Behaviours framework. 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 expected behaviour of student behaviour before considering disciplinary measures such as detention, 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.



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:

- Maintaining an open, respectful line of communication between parents and staff, supported by school policies and processes.
- Ensuring that all parents have access to our school policies and procedures, available on our school website
- Providing feedback loops in students' progress with parents and teachers e.g. reporting process, goal setting conferences
- 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.

When experiencing difficulties or if there are concerns the school will provide a contact person other than the teacher e.g. the leading teacher or wellbeing coordinator to engage and support the parent and child.

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
- SOCS or Compass analytics

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 [please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:

- 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 and Wellbeing Policy
- Bullying Prevention Policy

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2023
Consultation	Junior School Council – 1 November 2023 Wellbeing School Improvement Team – 17 October 2023 Education Subcommittee – 26 July 2023, 11 October, 15 November 2023 All staff – Daily Organisation Wednesday 1 November 2023
Approved by	School Council – 28 November 2023
Next scheduled review date	October 2025

We would like to acknowledge the traditional owners of the lands on which we live and work, the Wurundjeri People of the Kulin Nation. We pay our respects to elders, past and present, and extend that welcome to members of other communities who may be here today.