



# DRAFT STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact the Assistant Principal at [oakleigh.ps@education.vic.gov.au](mailto:oakleigh.ps@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.

Oakleigh Primary School and Kindergarten 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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2. School values, philosophy and vision
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## POLICY

### 1. School profile

Oakleigh PS and Kindergarten has a history of over 130 years and is part of a thriving, bustling, multicultural community. The school population reflects this cultural diversity with approximately 32 different nationalities. About 40% of students come from a language background other than English

(LBOTE). A kindergarten is located on the premises with a consistent enrolment of over 80 children. Our SFO (Student Family Occupation) is high. We are proud of our diversity and inclusive school community.

We have undergone a major refurbishment including redesigning our main building and the Performing Arts and STEAM Centre and the construction of a gymnasium. Works were completed in August 2020. A refurbishment of our Heritage Hall which houses six classrooms has commenced, along with a design upgrade of our school entrance and grounds.

Over the last few years we have experienced rapid growth in student numbers. Our 2022 enrolment is almost 500 students. However, the total number of students attending our school has become more stable since we enacted a school zone.

Our commitment to Positive Education underpins every aspect of our school. We believe that an individual's wellbeing is the foundation on which success in life is built. If students are able to develop healthy levels of personal wellbeing they will be more likely to achieve their academic potential; more likely to establish supportive relationships; more likely to make a meaningful contribution to their community and more likely to lead a fulfilling life. We are committed to maximising each child's academic potential complemented by a holistic approach to their individual needs.

The school provides a stimulating and broad based education program to a student body that is socially, economically and culturally diverse: a facet valued and celebrated by the community. The Victorian Curriculum is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include Visual Arts, Performing Arts, Japanese, Physical Education and EAL (English as an Additional Language). Support and enrichment programs are offered. There are many extra-curricular opportunities, including swimming, interschool sport, instrumental music and choir and tennis coaching. Students are able to participate in a variety of excursions, incursions and annual camps from Years 3-6.

Our staffing profile includes a broad balance of teaching experience, knowledge, skills and gender. The school currently has approximately 40 staff including the Principal, Assistant Principal, 3 Learning Specialists (with classroom teaching roles), 28 teaching staff and education support staff. With the provision of induction/mentoring, peer observation and professional learning our new staff are able to successfully implement the school's approach to pedagogy, in particular Positive Education. Our teaching and support staff pride themselves on their commitment to the school community and the academic, social and emotional wellbeing of each child. There are high levels of engagement in and support for school events.

We recognise the importance of performance and development, including balancing the needs of the individual and the school's goals. There is a strong link between our staff's Professional Development Plans and the Key Improvement Strategies articulated in the Annual Implementation Plan (AIP) and Strategic Plan. Time is allocated for Professional Learning Teams to meet weekly. Underpinning this structure is building a culture of collaboration and collective responsibility for teaching and learning programs.

## 2. School values, philosophy and vision

At Oakleigh Primary School and Kindergarten our vision is: for each child to become happy, healthy and resilient, well equipped for the challenges of life long learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential. At the heart of Oakleigh Primary School and Kindergarten's educational philosophy is the firm belief that all students can

become successful learners and that there are no predetermined limits to what students can accomplish at any age.

At Oakleigh Primary School and Kindergarten our values guide the decisions and behaviours of all members of our school community, including in relation to child safety. The values that form the basis of the actions of our learning community are: **Positive Emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA)**.

Our Statement of Values and School Philosophy Policy is available on our school's website.

### 3. Wellbeing and engagement strategies

Oakleigh Primary School and Kindergarten 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive 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 and school level assessment data
- teachers at Oakleigh Primary School use high impact teaching strategies (HITS) and a school based instructional framework PLEAT (Set a **Purpose**, **L**aunch, **E**xplicitly Teach, **A**pply, **T**ie it all Together), 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 Oakleigh 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 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, including from our own kindergarten into our primary school
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents. In particular recognition of students' demonstrating character strengths through Student of the Week awards, presented weekly at whole school assemblies.

- 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 Junior School Council and other forums including year group meetings and Oakleigh Matters. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students including but not limited to special theme days, school sporting events, Lunchtime Clubs facilitated by both teachers and Yr 6 leaders, as well as Buddy programs
- all students are welcome to self-refer to any staff member or 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
- we engage in school wide positive behaviours with our staff and students, which includes programs such as:
  - Restorative Practices
  - Bounce Back
  - Respectful Relationships
- weekly targeted social skills and wellbeing sessions from Foundation-6 drawing on Personal and Social Capability and Health and Physical Education.
- programs, incursions and excursions developed to address issue specific needs or behaviour
- specialist classes in The Arts disciplines of Performing Arts (Music, Dance and Drama) and Visual Arts – to develop the whole child, their talents and interests and promoting these as life-long pursuits
- implementing Developing Student Voice and Agency Matrix to engage students in their learning
- opportunities for student inclusion (i.e. Fitness Club and lunchtime activities/clubs)
- buddy programs
- utilising Compass management system Chronicle to track patterns of behavioural incidents and wellbeing concerns over time
- staff to annually update Welfare-Academic Cohort tracker in readiness for handover conversations between outgoing and incoming teachers each year
- Child Safety Officer role appointed to Assistant Principal as part of Welfare responsibilities
- Parent-Teacher Getting to Know You Meetings at the start of each school year
- whole school community events such as Welcome Picnic, school concerts
- 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

- staff in each year group and specialist area have a collective responsibility to monitor 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
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through:
  - EAL assessment of needs of new arrivals, and EAL teacher liaising with classroom teachers on how to support EAL students in the classroom.
  - small group work with the EAL teacher where students are able to develop language skills to express their needs, wants and ideas with developing English.
  - using Plurilingual awareness to help students develop proficiency in English and deepen learning in the classroom. This might involve the use of bilingual texts, dictionaries and translating programs and allowing students to use home language with peers when discussing new concepts.
  - providing opportunities for EAL students to use oral language skills in the classroom by pair and small group work.
  - using culturally diverse texts that enable EAL students to connect to prior and personal experiences they have.
- 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 including arranging SSG meetings and using a Gender Affirmation Student Support Plan
- all students in Out of Home Care *are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being* appointed a Learning Mentor, having an Individual Learning Plan and 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](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- we support learning and wellbeing outcomes of students with refugee experience, disability or who identify as LGBTIQ+ or other family members, by ensuring our library contains a diverse range of books and storylines, as well as individuals or characters who are diverse.
- students identified by teachers for intervention/enrichment programs with support teachers or education support staff such as MSL intervention, literacy/numeracy support Maths Olympiad, Student Newsletter
- staff will deliver social skills development in response to needs identified by student wellbeing data
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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](#)
- staff will be encouraged to undertake professional learning around student learning needs, learning disorders and behavioural disorders to best meet the needs of students in their care
- Foundation students engage in a Pre-Foundation literacy program, as well as a play-based learning program which is developmentally appropriate in both Foundation and Year 1

- Kinder and Foundation students will participate in a Perceptual Motor Skills Program
- all Year 5 students will participate in a Term 4 program focused on Foundation for Year 6, with a specific focus on student leadership. All students have the opportunity to nominate and present a speech for School Captain. All Yr 6 rotate around a variety of Leadership roles as part of a dedicated weekly Leadership Program.
- Yr 5/6 teachers may deliver their wellbeing/social skills program in gender groupings, with students having the opportunity to nominate areas to address.
- Yr 5/6 Campaign unit allows students to work in small groups and develop student agency in developing a course of action to take around issue of concern.

### Individual

Oakleigh Primary School and Kindergarten 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
- (Parent-Teacher Getting to Know You Meetings at the start of each school year)
- communicating with previous schools when a transfer student has been enrolled
- referral by class teacher to Welfare Co-ordinator (Assistant Principal)
- inclusion in Program for Students with Disabilities if eligible
- developing an Individual Educational Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- developing connection to school through personalising student schedules and learning programs to suit their needs
- communicating and/or meeting with other school for any students who are dual enrolments
- communicating / inviting secondary school to participate in a SSG meeting to provide handover and develop plan as part of Yr 6-7 -transition for students with disability
- regular meetings between the Assistant Principal and assigned Health and Wellbeing Key Contact from Region
- referring the student to:
  - school-based wellbeing supports e.g. Check In Check Out (CICO) Mentor and Grief counselling with trained ES staff member
  - Student Support Services including Visiting Teacher Service
  - LOOKOUT
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student

- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

Further information can be found 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

Oakleigh Primary School and Kindergarten is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Assistant Principal leads all school staff in playing a significant role in developing and implementing strategies to help identify students in need of support and to enhance student wellbeing. Oakleigh Primary School and Kindergarten 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 or patterns in engagement, behaviour, self-care, social connectedness and motivation which is recorded via Chronicle
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Welfare and Academic Cohort Tracker

#### 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, 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

Behavioural expectations of students are grounded in our school's Statement of Values. 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 our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Oakleigh Primary School and Kindergarten will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- feedback through a class-based management system
- teacher controlled (logical) consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the relevant Learning Specialist or Principal Class
- restorative practices and conversations
- detentions



- behaviour reviews
- suspension
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Oakleigh 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

Oakleigh Primary School and Kindergarten 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

Oakleigh Primary School and Kindergarten 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 such as those recorded on Chronicle
- Iris alerts or WorkSafe logs around impact of student behaviours
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

- SOCS

Oakleigh 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 and available on OPS Staff Google Drive
- Included as annual reference in school newsletter and related articles
- Made available in hard copy from school administration upon request
- Wellbeing Policies and processes explained at Foundation Information Evening
- When Codes of Behaviour are collaboratively developed by all classes at the start of every school year with students and teachers.

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 and can be found on our school website under the Parent Info Tab: Child Safe Standards <https://www.oakleighps.vic.edu.au/child-safe-standards>

- Child Safety Policy
- Bullying Prevention Policy

Or the Parent Info Tab: Policies <https://www.oakleighps.vic.edu.au/policies-1>

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June -September 2022, Previous was June 2021
Consultation	School Council – October 2022 OPS Newsletter – 13 <sup>th</sup> September 2022 Staff – 10 <sup>th</sup> June 2022 Oakleigh Matters/JSC Consultation on this policy is mandatory. Please insert date/s and who you consulted with
Approved by	Principal
Next scheduled review date	2024? (recommended minimum review cycle for this policy is 1 to 2 years]

Principal: Michele Nolan

