



PARK ORCHARDS PRIMARY SCHOOL Policy and Procedures: Student Wellbeing and Engagement

Updated June 2024

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.

Park Orchards Primary School (P.O.P.S.) 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 (Excellence, Integrity, Respect, Kindness).

SCOPE

This policy and procedures applies to all school activities, including camps and excursions.

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

Park Orchards Primary School was established in 1962 and is set in Melbourne's outer east in an environment surrounded by native vegetation and the remains of a pine plantation. The school is on the BARR (Bushfire at Risk Register). The school community has a high socio-economic profile and over the past four years, the population has become culturally more diverse with families coming from a variety of cultural backgrounds. In 2024, the student population was 367 and the school conducted sixteen classes and five specialist and support programs. Students are keen to come to school and learn and are very connected to each other.

The School Council and Parents' Association are very active and assist with school operations and provide the basis for a strong community partnership. Parents and carers work in partnership with teachers and support staff to achieve school goals and improve the learning environment for all students.

In 2024 the Victorian Curriculum was referenced when developing all teaching and learning and covered the dimensions of English, Mathematics, Science, Geography, History, The Arts (Visual and Performing), LOTE (Mandarin) and Health and Physical Education. The teaching and learning programs of the school have a strong emphasis on developing each student's literacy and numeracy skills. The range of specialist and support programs provided enables all students to succeed; educationally and personally. The school has a shared belief that education is a partnership between all members of the

community. Teachers, students and parents take responsibility for and work together to achieve the educational and personal development success of everyone.

The school values of Excellence, Respect, Kindness and Integrity are integral to the school ethos and central to how all members of the community interact with each other. Our school community aims to ensure that every school experience is positive and respectful and we are guided by Respectful Relationships and School-Wide Positive Behaviour Support (SWPBS). We celebrate diversity and believe a sense of belonging and inclusion are fundamental to children's learning and ability to fully participate in life at school and beyond. We believe that all children have the right to learn and feel safe.

The school has excellent facilities including a basketball stadium, a large performing and visual arts centre, science room and refurbished classrooms. It is set in a unique and beautiful physical environment with extensive play areas, native gardens, a thriving vegetable garden and hen house, which support active and imaginative play. In 2018, a new junior playground area was constructed, and the lower oval resurfaced with natural grass and an irrigation system was put in and a synthetic running track and in 2020 the upper oval was resurfaced. The school is very well resourced, and all classrooms have access to laptops, iPads and interactive TVs. The school is a Science Specialist school and has a strong focus on sustainability and the environment. For the past ten years the school has been a vibrant Active Travel School and many students, and their families walk or ride to school.

In 2024, the school provided high quality literacy and numeracy programs with an emphasis on differentiation of learning to enable each student to engage with learning and achieve at their highest possible level. The staff included 28.8 equivalent full-time members, with two in principal class roles, 21.2 teachers, and 5.6 support staff. The leadership team is comprised of the principal, assistant principal and one learning specialist, all staff work in teams and a PLC approach is taken within curriculum and teaching teams to ensure that teachers are meeting all student learning needs.

The school provides its students with a nurturing, high quality-learning environment within excellent facilities. The school motto: "The Future Starts Here", encapsulates the ethos and direction of Park Orchards Primary School.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

At Park Orchards Primary School, we develop highly motivated, inspired and engaged students who are excited about learning and optimistic about their future. We are proud of our high academic achievements and the way we focus on identifying and meeting the educational and interpersonal needs of all our students. We work in close partnership with our parent* community and ensure that everyone can contribute to and benefit from a vibrant, stimulating learning environment.

OUR VALUES: Excellence, Respect, Kindness, Integrity

All students, staff and parents strive to uphold the school values and reflect them everyday:

- Excellence
- Respect
- Kindness
- Integrity

* The term parent/s in this policy refers also to carers and guardians

In 2024, our school community underwent a consultation process to identify four guiding behaviour expectations, as part of our participation in School-wide Positive Behaviour Support (SWPBS). Four expectations were selected, which provide consistent language and understanding to guide positive engagement between all school community members.

- Be Kind
- Be Excellent
- Be Respectful
- Be Honest

3. WELLBEING AND ENGAGEMENT STRATEGIES

P.O.P.S. 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:

1. Universal:

- high and consistent expectations of all staff, students and parents
- 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, that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents 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 including Visual Arts, Performing Arts, L.O.T.E., Physical Education, Science and Digital Technology to ensure that students are able to engage in subjects and programs that cater for their interests, strengths and aspirations
- teachers at P.O.P.S. use an instructional framework to ensure an explicit, common and shared model of instruction that ensures evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at P.O.P.S. 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 expectations 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 (Pathways to P.O.P.S., Foundation transition, Year Level transition and Year 6 to 7 transition) 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 (Student of the Week Award, Aussie of the Month, School Values Award)
- 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 and other forums including year level meetings, class circle time meetings Year 6 leadership meetings. Students are also encouraged to speak with their teachers, Principal and Assistant Principal whenever they have any questions or concerns
- create opportunities for cross-age connections amongst students through school productions, athletics, buddy programs, lunchtime games clubs and Poppy Tribe groups
- we engage in school-wide positive behaviour support with our staff and students, which includes programs such as:
 - Tribes Learning Communities
 - The Resilience Project
 - Respectful Relationships
 - Restorative Practices
 - Life Education
 - Family Life
 - Cybersafety
- 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.

2. Targeted:

- each year group has a coordinator responsible for their year level, who monitors the health and wellbeing of students in that year, and acts as a point of contact for students who may need additional support
- the Mental Health and Wellbeing Leader, Disability Inclusion Leader, Assistant Principal and Principal are available to all staff for consultation and support when required
- 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

- we support learning and wellbeing outcomes of students from refugee background through consultation with families and where required, student support groups and individual education plans
- 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](#)
- students' multicultural background is considered and accommodated in the classroom and during wider school events or activities
- 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 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, 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
- all 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

3. Individual:

P.O.P.S. 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 a student and their parent to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- consideration if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing support
 - Student Support Services
 - appropriate external supports such as council-based youth and family services, other allied health professionals

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 Plan 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:
 - 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

P.O.P.S 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 which help identify students in need of support and enhance student wellbeing. P.O.P.S 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

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 and parents 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 and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in the P.O.P.S. Complaints Policy.

6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

At P.O.P.S. we recognise the need for student management issues to be transparent, informed and consistent across the school. Implementing preventative and early intervention strategies to support student engagement and address individual barriers to learning are integral to our whole-school approach. Classroom and playground management here at P.O.P.S. is based on the irrefutable premise that all students have a right to learn without interference and that all teachers have a right to teach without interference.

Implementation strategies by staff include:

- working as a whole school team
- developing student understanding of established school values and behaviours
- expecting students to adhere to documented values and behaviours
- acknowledging student achievements through positive reinforcement and celebration
- expecting students to take responsibility for their actions
- modeling positive behaviours and the school values
- promptly dealing with student behaviour which is not compliant with the school values
- consistently documenting and monitoring incidents and consequences
- working with parents, the Assistant Principal and Student Support personnel
- providing students personal support to maximise their potential as cooperative learners.

Classroom procedure (includes all incidents whether physical, verbal or online):

- **establish and discuss (SWPBS Matrix)** with the student, the behaviour which is inappropriate, which school value has been breached and the appropriate behaviour which should have been displayed
- ensure staff members **follow through** and have a discussion with all those involved in the incident in order for harm to be repaired, reconciliation achieved and consequences, if any, put into place
- **document** all incidents that result in an unsafe environment, injuries and abusive behaviour and **inform** the Assistant Principal. Document the summary of your discussions; include your questions/comments, responses from students and any consequences
- if inappropriate behaviour still continues, then the Principal or Assistant Principal will set up a **Student Support Group (SSG)** meeting with the parents and teacher
- the Principal or Assistant Principal will continue to **liaise** with teacher, student and keep communicating with the parents after the incident
- all student welfare issues that may impact behaviour in the yard or learning in classes should be discussed and reflected on at the beginning of each **Unit and Staff meeting** with all staff.

Yard-Duty procedure (includes all incidents physical and/or verbal):

- **establish and discuss (SWPBS Matrix)** with the student, the behaviour which is inappropriate, which school values has been breached and the appropriate behaviour which should have been displayed

- ensure staff members **follow through** and have a discussion with all those involved in the incident in order for harm to be repaired, reconciliation achieved and consequences, if any, put into place
- **document** all incidents that result in unsafe environment, injuries and abusive behaviour and **inform** Assistant Principal. Document the summary of your discussions; include your questions/comments, responses from students and any consequences
- if inappropriate behaviour still continues then the student should be sent inside to report to either the **Principal or Assistant Principal** who will supervise and give consequences as appropriate. In their absence the **Level/Specialist Coordinators** can supervise and give consequences as appropriate.

Detention:

- after school detention will be given if warranted by the seriousness of the behaviour or as a result of **repeated serious** behaviour. The student will be supervised by the Principal or Assistant Principal and during this time discussions will focus on helping the student set goals for the future and reviewing their Individual Learning Plan
- a detention will be preceded by a conversation with and letter to the child's parents
- after the detention the parents will be informed about the new goals and the revision of their Individual Learning Plan.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. ENGAGING WITH FAMILIES

P.O.P.S values the input of parents 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 in our school community.

We work hard to create successful partnerships with parents by:

- ensuring that all parents have access to our school policies and procedures, some are available on our school website and all available paper copies are in a folder in the Assistant Principal's 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 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

P.O.P.S 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:

- NAPLAN
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

P.O.P.S 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 as an annual reference in the school newsletter

- made available in hard copy from school administration upon request. P.O.P.S. 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
- expulsion – Decision

This policy and procedures are underpinned by the:

- Behaviour Management policy and procedures
- bullying and Harassment policy and procedures
- Emergency Management policy and procedures
- occupational Health and Safety policy and procedures
- onsite Supervision policy and procedures
- student Welfare policy and procedures

REVIEW

- This policy will be reviewed every two years and following significant incidents if they occur.

This policy was last reviewed in **June 2024** and is scheduled for review in **June 2026**