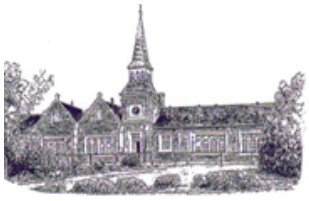

STUDENT WELLBEING & ENGAGEMENT POLICY

Daylesford Primary School
Yandoit Primary School

Kind~Creative~Connected

We are Respectful, We are Responsible Learners, We are Honest and Trustworthy,
We are Caring and Compassionate, We are Good Citizens

Help for non-English speakers
If you need help to understand the information in this policy please contact [insert school contact details].

PURPOSE

The purpose of this policy is to ensure that all students and members of our school communities understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our schools' policies and procedures for responding to inappropriate student behaviour.

Daylesford and Yandoit Primary Schools are 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 schools acknowledge that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our schools 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. 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

Daylesford and Yandoit Primary Schools, with a combined enrolment of almost 230 students, are located in the rural townships of Daylesford and Yandoit respectively. We have a combined staff of 41 (1 Principal, 1 Assistant Principal, 22 Teaching Staff and 17 Support Staff with a range of time fractions). Sitting within diverse, expanding

communities, each location creates an environment in which our students feel part of a friendly, inclusive, respectful, caring and supportive environment. Each location provides a dynamic learning environment wherein students can develop resilience, manage their own learning and strive for their personal academic, creative and social best.

Daylesford Primary School, established in 1875, boasts heritage buildings, a swimming pool, gymnasium, and an Open Learning Centre with a commercial grade kitchen facility. Our curriculum provision is comprehensive, with three specialists delivering in Performing Arts/Choir, Visual Arts and LOTE/Italian. Our classrooms are interactive and the use of ICT strengthens student engagement. We also have a very successful Kitchen Garden Program.

Yandoit Primary School is a small rural campus nestled between pastures and bushland. The school is a community hub, delivering an individualised, holistic approach to education that promotes success for all. The multi-age classrooms are where teachers and parents enjoy a collaborative relationship. We place an emphasis on our unique environment that provides natural opportunities to exercise and enhance learning, behaviourally and cognitively.

Communication between schools and school communities is valued. Opportunities for parental and community involvement are integral to our school culture. The vibrant and enriched local culture is embraced with strong community links demonstrated through the Swiss-Italian Festa, Cultural Day, Words in Winter festival and Kitchen Garden programs.

We are a Lead School for Resilience, Rights and Respectful Relationships and a School Wide Positive Behaviour Support school. Resilience, Rights and Respectful Relationships (RRRR) is a whole school Social and Emotional Learning program that guides the explicit teaching of strategies that promote self-awareness and self-management, and social awareness and social management. School Wide Positive Behaviour Support (SWPBS) is a framework that brings together school communities to develop a positive, safe and supportive learning culture with a focus on explicit teaching of positive behaviour, and supportive, consistent and effective responses to inappropriate behaviour. Through these programs, we educate and empower students in their social and emotional development, and embed the values of kindness, creativity and connectedness across our schools.

Daylesford and Yandoit Primary Schools are committed to developing our Reconciliation Action Plan (RAP). We seek to provide inspiration and leadership to our communities through our reconciliation activities.

2. School philosophy, values and vision

Daylesford and Yandoit Primary Schools' mission is to provide a positive, vibrant and inspiring environment where all students are valued and encouraged to become life-long learners.

Daylesford and Yandoit Primary Schools' values are Kindness, Connection and Creativity
Kindness: We model and demonstrate kindness through our actions at every opportunity.
Connection: We are an inclusive school that promotes positive relationships and embraces and celebrates diversity.
Creativity: We are curious, creative and critical thinkers. We look for new and innovative ideas and solutions.

Daylesford and Yandoit Primary Schools Vision is to support learners in becoming kind, creative and connected. We are a school that embraces and celebrates diversity.

3. Wellbeing and engagement strategies

Daylesford and Yandoit Primary Schools have developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our schools. 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 schools is included below:

Universal

- high and consistent expectations of all staff, students and parents/carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Daylesford and Yandoit School use a four-part model instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- teachers at Daylesford and Yandoit Primary Schools 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 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 communities
- 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 Junior School Council and Student Leadership Programs. Students are encouraged to speak with their teachers, assistant principal and school principal when they have questions or concerns.
- create opportunities for cross—age connections amongst students, for instance, through buddies, athletics, and performing arts programs.
- All students are encouraged to self-refer to classroom teachers, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students, parents and staff are partners in learning.
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- we engage in school-wide programs designed to support our students, including the Resilience, Rights and Respectful Relationships and SWPBS.

Targeted

- Preparation for Puberty
- E Safety/Cyber Safety
- Kitchen Garden
- Transition activities
- Various clubs
- 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
- We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ 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 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 identified and supported through the Disability Inclusion Profile process to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability. This process includes, but is not limited to, 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 apply a trauma-informed approach to working with students who have experienced trauma

Individual

Student-specific strategies that may be considered and applied on a case-by-case basis include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students 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 Services
    - Appropriate external supports such as Child and Family services (CAFS), other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan and Behaviour Support Plan
- Support and referral for Disability inclusion profiles (DIP)
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst
- referral to Child protection

Where necessary the schools 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
- running regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care
    - Indigenous students
    - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Daylesford and Yandoit Primary Schools are 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 support and enhance student wellbeing. Daylesford and Yandoit Primary Schools will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Student Needs Survey
- Attitudes to School Survey
- Chronicle behaviour observation entries
- Transition information
- Student Support Groups,
- Individual Learning Plans
- Behaviour Support Plans
- Disability Inclusion Plans
- Conversation Slips

- 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

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 and Philosophy Policy 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

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and Philosophy Policy. Student bullying behaviour will be responded to consistently with Daylesford and Yandoit Primary School's Bullying Prevention Policy. School Wide Positive Behaviour Support guides systems and strategies around behaviour responses.

Key components of SWPBS include:

- An agreed upon common approach
- Consistency of language
- A matrix of positively stated expectations
- Explicit teaching of expectations
- Regular and frequent opportunities to practise expected behaviours
- Recognition for meeting behavioural expectations
- Students are acknowledged in a number of ways through stickers, postcards and acknowledgements.

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

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.

Behaviour response 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
- withdrawal of privileges
- referral to the Assistant Principal or Principal
- restorative practices
- behaviour reviews
- in school or at home suspensions
- 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 Daylesford and Yandoit Primary Schools are 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

Daylesford and Yandoit Primary Schools value 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 Code of Conduct 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

Daylesford and Yandoit Primary Schools 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
- SOCS

Daylesford and Yandoit Primary Schools 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
- 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
- LGBTIQA+ 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	August 2025
Consultation	School Council
Approved by	Principal & School Council
Next scheduled review date	Ougust 2027