



Parkmore Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY

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, respectful and supportive learning environment for students
- (b) Expectations for positive student behaviour enabling them to learn and develop positive attitudes to themselves and their learning.
- (c) Support available to students and families
- (d) Our school's policies and procedures for responding to inappropriate student behaviour.

Parkmore 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

Students who attend school regularly have the greatest opportunities to learn and to develop a positive attitude to learning. Student engagement is a key factor in promoting student attendance.

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.

Definitions:

Student engagement can be defined as three interrelated components:

- **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to a student's investment in learning and their intrinsic motivation and self-regulation.

SCOPE

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

CONTENTS

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
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Parkmore Primary School is located in the City of Whitehorse, in the Eastern Suburbs of Melbourne. The school is situated in Forest Hill with most of our students drawn from the local area and surrounding suburbs. A new purpose-built school was opened in 2012 comprising flexible learning spaces, kitchen/dining area, multipurpose room, visual arts room and library. The school has expansive playgrounds and sporting facilities, with all classrooms having access to outdoor learning areas. The school is adjacent to an extensive green belt.

Parkmore Primary School students from Prep to Year 6 are provided with a rich and differentiated curriculum. Our school embraces evidence-based approaches to educating its students, and teachers work collaboratively to develop their practice in whole school and level-based PLCs. Globalisation demands strong literacy and numeracy skills, technological capacity and intelligence, heightened interpersonal skills, significant emotional intelligence, and resilience. Each child's learning is scaffolded in their zone of proximal development with teachers providing quality and targeted instruction. In 2016, 2017 and 2018 Parkmore Primary School has been the recipient of the Innovative Schools Award based on our internationally recognised Positive Education Program that promotes and harnesses strengths of character to develop the whole child; harnessing academic, physical, emotional, social, cultural and creative growth. Parkmore Primary School is a dynamic learning community that embraces values and resilience in students. The values that form the basis for all our learning are Respect, Resilience, Excellence, Empathy and Inclusiveness.

Parkmore Primary School has a close-knit and vibrant school community. Students, staff and parents work in partnership with local community organisations. These partnership include our Kids Coach Program, which provides a mentoring and support program for students and families. We work collaboratively with various universities in mentoring preservice teachers and enriching student learning with the Deakin Science Program.

2. School values, philosophy and vision

Parkmore Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Excellence, Resilience, Responsibility, Respect and Inclusiveness at every opportunity.

Our school's vision is:

'Parkmore Primary School is a positive and inclusive learning community. We strive to achieve our best and to become lifelong learners, engaged citizens and good friends.'

Our Statement of Values and School Philosophy is available from the school office or online at: <https://www.parkmore.vic.edu.au/>

3. Wellbeing and Engagement strategies

Parkmore Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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
- 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 Parkmore Primary School use an instructional model 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 Parkmore Primary school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Developing positive relationships between teachers and students that promote engagement, wellbeing and learning, for example; Circle Time, Restorative Practices, Student Led Conferences
- Promoting pro-social behaviours using a range of resources (e.g. Circle Time, Restorative Practices, ClassDojo, Kids Coach mentoring).
- Our school's Statement of Values 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
- Providing 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
- Monitoring 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. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- Creating opportunities for cross—age connections amongst students through peer support programs, buddy programs, athletics, music programs and lunchtime clubs
- All students are welcome to self-refer to the Student Wellbeing Coordinator 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 behaviour support with our staff and students, which includes programs such as:
 - Visible Wellbeing
 - Respectful Relationships
 - Positive Detective
- Programs, incursions and excursions developed to address issue specific behaviour (e.g. Cybersafety, MAT incursions)
- Providing opportunities for students to participate in developing a positive school culture (e.g. student led assemblies, student leadership, buddy programs).

Targeted

- Staff monitor the wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Providing all staff, (including pre-service and casual relief teachers and volunteers) with information, which might include documentation and support regarding student wellbeing issues.
- connecting all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Intervene early to identify and respond to student needs for social, emotional, and learning support.

Individual

- Student Support Groups, see:
 - <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Where appropriate, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- [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](#)

Parkmore Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing an Individual Learning Plan and/or a Behaviour Support Plan
- Considering if any environmental changes need to be made, for example changing the classroom set up
- Referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Options Capacity Building

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

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- *Engaging with our regional Koorie Engagement Support Officers*
- Running regular Student Support Group meetings for all students:
 - With a disability
 - In Out of Home Care
 - And with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Parkmore 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 help identify students in need of support and enhance student wellbeing. Parkmore Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and

dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, 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/Student code of conduct.

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, Parkmore Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the principal
- restorative practices

- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

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

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

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

The Principal of Parkmore 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.

Preventative and Intervention strategies:

Teachers will:

- Build rapport with students and create positive and nurturing learning environments
- Develop quality targeted curriculum teaching programs
- Make explicit behavioural expectations of students
- Teach relevant social skills, including proactive behaviours.
- These include teaching specific social-skills programs such as:
 - Respectful Relationships
 - Visible Wellbeing
 - Positive Education
 - Berry Street Model
 - Smiling Mind

7. Engaging with families

Parkmore Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff.
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families in school decision making
- Coordinating resources and services from the community for families
- Invite families to engage in curriculum related activities
- Including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Parkmore 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
- SOCS

Parkmore 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.

9. School community 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. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

All members of the Parkmore Primary School community have a **right** to:

- fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-bullying, vilification, violence, intimidation, abuse and exclusion.
- be treated with respect and dignity.
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Parkmore Primary School community have a **responsibility** to:

- acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community.
- participate in and contribute to a learning environment that supports the learning of self and others.
- ensure their actions and views do not have a negative impact on the health and wellbeing of other members of the school community.

Students	
Rights	Responsibilities
<ul style="list-style-type: none">• To learn in a secure, inclusive and positive environment.• To be valued and treated with respect, fairness and courtesy by all members of the school community.	<ul style="list-style-type: none">• To come to school every day (except in exceptional circumstances, student illness).• Students have the responsibility to engage in their educational program.• To behave respectfully and appropriately at all times.

<ul style="list-style-type: none"> • To be supported in challenging situations. • To be free of harassment and bullying, including cyber bullying. • express their ideas, feelings and concerns. 	<ul style="list-style-type: none"> • To respect, value and learn from the differences of others. • To report bullying or other inappropriate behaviours to a teacher. • To respect other people's property. • To respect the rights of other students to learn in a safe and inclusive environment.
Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To work in a safe and secure environment. • To be treated with respect, fairness and courtesy by all members of the school community. • To be supported in challenging situations. • To be free of harassment and bullying, including cyber bullying. 	<ul style="list-style-type: none"> • To build positive relationships with students, parents/ carers as the basis for engagement and learning and fairly implement the Student Engagement Policy. • To have high expectations for all students. • To engage in constructive communication with students and parents/carers regarding the learning of individuals. • To provide an inclusive, engaging and differentiated curriculum. • To treat all members of the school community with respect and fairness.
Parents/Carers	
Rights	Responsibilities
<ul style="list-style-type: none"> • To expect that their child/ren will learn in a safe and positive environment. • To be treated with respect, fairness and courtesy by all members of the school community. • To be free of harassment and bullying, including cyber bullying. • To expect a positive and supportive approach to their child's learning. • To be contacted by the school when the wellbeing of their child/ren is an issue. 	<ul style="list-style-type: none"> • To ensure their children attend school every day (except in exceptional circumstances, student illness). • To promote and model respectful communication and healthy relationships. • Support the school in maintaining a safe and respectful learning environment. • To communicate with the school about student lateness and absence. • To participate in Student Led Conferences and parent-teacher meetings, and follow up where necessary at home. • To be familiar with the Student Engagement Policy.

COMMUNICATION

Under the VRQA's Guidelines to the Minimum Standards for School Registration, schools are required to have *evidence* of how they communicate this policy to staff, students, parents, guardians and the school community.

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 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
- Bullying Prevention Policy
- [Marrung](#)
- [Respectful Relationships](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2023
Consultation	School Council September 2023
Approved by	Principal
Next scheduled review date	September 2025