



NILMA PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT

POLICY

76 Bloomfield Road, Nilma 3821 (03) 5623 2963 or 0423562379 nilma.psa@education.vic.gov.au www.nilmaps.vic.edu.au ABN 93 378 606 495



Help for non-English speakers

If you need help to understand this policy, please contact us on (03) 5623 2963.

Purpose

The purpose of this policy is to ensure that all students and members of our school community 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 school's policies and procedures for responding to inappropriate student behaviour.

Nilma 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.

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.

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

Nilma Primary School is a vibrant school that strives to provide the best learning opportunities for our students in a friendly, respectful, caring and professional environment. As you enter our school you will notice the warm and inviting atmosphere that we all work hard to create.

We pride ourselves in the development and implementation of a stimulating learning program and school environment. Our staff work hard to update and develop their own professional learning so as to provide the students in our care with a well rounded education based on the most up-to-date and proven teaching practices.

Nilma Primary School has a population of approximately 75 students, and this year is running 4 homegroups with specialist programs in Sustainability, AUSLAN, PASE and MARC VAN – Literacy and Literature Program.

2. School values

Nilma Primary School's vision and mission is to; develop students educational, social and emotional competencies to the highest possible level, preparing life-long learners who are confident, collaborative, caring, creative and critical thinkers in an ever-changing world.

School values Nilma Primary school values, which guide our community are;

- Respect, Responsibility & Resilience – We have respectful relationships, take responsibility for our choices and decisions and are able to regulate our emotions.
- Environment – We are environmentally aware and feature sustainable practices and behaviours to interact with our environment.
- Achievement - We focus on improving our learning and celebrating our success.
- Learning – We are life-long visible learners.

3. Wellbeing and Engagement strategies

Nilma Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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 Nilma Primary School use a gradual release 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 Nilma 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 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;
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents via SENTRAL;
- 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 group meetings, and also through the student leaders regularly attending School Council meetings. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns;
- All students are welcome to self-refer to the Student Wellbeing Coordinator (Principal) or School Chaplain 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:
 - Respectful Relationships
 - Smiling Mind
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- 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

- Each year group has a senior teacher responsible for their area, who monitors the health and wellbeing of students in their year, and acts 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.
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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
- 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](#)

Individual

- [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](#)

Nilma 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.

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.

4. Identifying students in need of support

Nilma Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support, and enhance student wellbeing. Nilma 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 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.

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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Values. Student bullying behaviour will be responded to consistently with Nilma Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Nilma Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff via Compass and if necessary via telephone.

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 once the safety of themselves and others has been ensured.

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;
- Rethink time;
- Behaviour reviews;
- Exits;
- 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 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

Nilma 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 believe that we are 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 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

Nilma 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

We 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

- Available publicly on our school’s website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy review and approval

Policy last reviewed:	25 July 2022
Consultation:	Ongoing
Approved by:	School Council
Next scheduled review date	25 July 2024