Yinnar Primary School STUDENT WELLBEING & ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact our office on 51 631 362 or email yinnar.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 is available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour

Yinnar 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.

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POLICY

School Profile

At Yinnar Primary School we are all learners. We guide our younger learners to stretch their minds, supporting them as they develop into resilient, reflective and resourceful life-long learners who can learn in both independent and collaborative environments. The school focuses strongly on the development of growth mindsets in our students, to instill in our children a belief that their intelligence can be cultivated andgrown through hard work and personal discipline. We teach students how to develop their learning muscles and empower them to be learners not just achievers. Through an explicit focus on developing ourcore values of Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE), we encourage ourstudents to be enthused and curious about their learning and to respect themselves as well as each other.

We are continually reflecting on and aiming to improve our learning culture, where our students and teachers flourish. Through a diverse range of leadership opportunities and experiences, we are striving to

ensure that our entire student population feel empowered to make a difference in their own learning and the world around them.

Our staff are energetic, motivated and committed to ensuring our students develop the attitudes, skills and knowledge that enable them to engage in challenging learning, which results in maximum learning growth.

We have a supportive and active parent community who work in partnership with the school.

School Values, Philosophy and Vision

Yinnar Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing.

We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values and School Philosophy sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in buildingsafe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression andthreatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values and School Philosophy acknowledges that parents and school staff are strongly motivated to do theirbest for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully, as a community working together.

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

Engagement Strategies

Yinnar 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

Universal strategies include whole of school strategies to promote positive behaviour and inclusion:

- 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 inbuilding 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, parentsurvey data, student management data and school level assessment data
- teachers at Yinnar 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 theVictorian 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

positive behaviour and student achievement is acknowledged in the classroom, and formally at school celebrations and communication to parents

- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort andindividual level in accordance with the school's Attendance Policy
- create opportunities for cross-age connections amongst students through extracurricular activities includingbuddy program, house activities, school grounds & sustainability team and chess
- students have the opportunity to contribute to and provide feedback on decisions about school operationsthrough student leadership roles and other forums including year group meetings
- students are encouraged to speak with any staff whenever they have any questions or concerns
- students are welcome to self-refer to the Student Wellbeing Coordinator, 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 behaviour support with our staff and students, which may include programs such as:
    - Respectful Relationships
    - Bully Stoppers
    - Safe Schools - PROTECT
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

More specific strategies, designed to address particular concerns in certain age groups or friendship circles may include:

- connect 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 andwill 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 needsidentified 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

Individual

Specific individual strategies may be considered and applied on a case by case basis:

- student support groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- individual learning plan and behaviour support plan
- program for students with disabilities
- referral to student welfare coordinator and student support services
- referral to ChildFirst, Headspace
- support from services such as Navigator & Lookout

Yinnar Primary School implements a range of strategies that support and promote individual engagement. These caninclude:

- building constructive relationships with students at risk or students who are vulnerable due to complexindividual 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
- 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 collaborationwith the student and their family
- 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

Identifying Students in Need of Support

Yinnar 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. Yinnar 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 andmotivation
- engagement with families
- self-referrals or referrals from peers
- yard behaviour records & suspension data

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 School Philosophy 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 membersof 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.

Student Behavioural Expectations

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

When a student acts in breach of the behaviour standards of our school community, Yinnar Primary School 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 teachersand other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with otherengagement 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
- restorative practices
- detentions
- behaviour reviews
- 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 Yinnar Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited under Victorian Law and will not be used under any circumstances.

Engaging with Families

Yinnar 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
- 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 home learning 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

Evaluation

Yinnar 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

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 as annual reference in school newsletter
- made available in hard copy from school administration upon request

Further Information and Resources

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards

To view these and other policies please go to: Yinnar Primary School/Our School/Policies

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Approved by	Principal
Next scheduled review date	June 2029