

WINDSOR PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

A diverse and inclusive community where everyone is respected and has the opportunity to thrive.

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.

Windsor 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, 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.

SCOPE

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

CONTENTS

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

In June 2023 Windsor Primary School had a confirmed enrolment of 136 students plus 2 students from overseas (not included in the government funding to schools and therefore

required to pay fees). While the majority of students are local to the vicinity of the school, there are some drawn from a wider area, due to the school's proximity to the central business district. The school is sensitive to the varying ethnic and socio-economic backgrounds of its students. Our SFO is .5325 & SFOE is .4020, which is low medium disadvantage in 2023.

At Windsor Primary School we strive to achieve an environment where all students are offered opportunities and support to grow in confidence and self-esteem in a safe, flexible, happy and positive learning environment that will help all students to develop to their full potential. Students are expected to take initiative, accept responsibility for both their learning and their behaviour, and to exercise various forms of leadership.

Our school student and family population (2023) comprises of:

- 45 students (33%) come from a language background other than English
- 27 different languages are spoken at our school representing the variety of different cultural groups
- 1 Koorie student
- 28 different countries are represented within our student population.

The school's staffing profile consists of 6 classroom teachers positions of which 87.5% are full time classroom teachers. There are also 2 full-time teachers, 1 Learning Specialist & 1 Additional Assistance teacher. We also have 3 extra part-time teachers 2 are specialists and 1 part time teacher is a Literacy specialist. We have a full time Principal, a part time Assistant Principal, 1 full-time Office Manager and 1 part time Business Manager. At WPS we have 12 ES staff, 2 are full-time and the rest are part time. They support Students with Disabilities, Literacy & Numeracy as well as our Music, Library and Office programs. We also work with Fiona Strang SSSO, Pascale Oates (social worker), Cathy Phillips (speech therapist) from the Department. We also provide additional assistance with Murray Everly (educational psychologist) & Lane Shmerling (speech therapist).

Windsor Primary has strong community links and a solid partnerships with many local agencies. We also train volunteers from the community who work in Learning Spaces to support students with Literacy and Numeracy. WPS also works with local agencies to run a variety of lunch time programs. These include a lunchtime program run by PCYC & Sporting Schools Programs. This year we have started lunch- time cooking classes with the support of our ES staff, parents and Pascale Oates (social worker). We have also run craft sessions based on friendship issues in the 5/6 area supported by Fiona Strang school psychologist and ES staff. Our students and parents are actively engaged in decision-making and we value the expertise of our teachers, parents and students in the ongoing partnership of educational progress.

In our Strategic Plan for Student Wellbeing and Engagement we embed a whole school community approach to student behaviour by using School Wide Positive behaviours as a platform for behaviour management. We also maintained a strong focus on student attendance. Staff have participated in professional development and discussed the importance of regular attendance and how it can impact on student connectedness and academic progress, parents are informed via the newsletter and the Office Manager contacts students daily if they are absent. Children considered to be "at risk" students are contacted by the class teacher or Assistant Principal to offer support. The school regularly follows up attendance and the data is discussed in collaborative meetings and staff meetings on a regular basis. The AIP also looks at improving classroom, student behaviour as well as peer connectedness. The leadership program will be further developed to ensure students have the opportunity to be responsible leaders. A fitness program (twice a week) ensures all class captains have some responsibilities to act as leaders and role models during these sessions. Some students

are used as mentors for the junior school and help support PE & sport sessions. The CASSE will be timetabled to coordinate and plan programs weekly.

2. School values, philosophy and vision

Mission Statement

Windsor Primary School is committed to the development of a knowledge community that challenges students to recognise their individual potential and ensures learning is a central activity for all. Students are provided with diverse opportunities in a multi-cultural environment where life-long learning is fostered.

Vision Statement

Windsor Primary School will provide a challenging 21st Century learning environment that:

- strives to effectively prepare students to be successful and dynamic learners
- promotes qualities and skills for active and informed global citizenship
- develops confident, creative individuals, able to contribute positively to a constantly changing society.

Values

Respect

Caring for other people, their thoughts, feelings & belongings

- Being positive about other people, their work and thinking
- Looking after the environment and school equipment
- Acknowledging the personal space of others
- Proudly wearing the WPS uniform

Responsible

Owning our choices, actions & personal growth

- Maintaining a clean and tidy indoor and outdoor environment
- Cooperating with others
- Regular school attendance
- Punctual arrival to school and class
- Working consistently to complete tasks
- Moving and playing safely

Ethical

Treating others the way we want to be treated and accepting differences

- Encouraging others
- Being positive about efforts
- Accepting others for who they are
- Demonstrating tolerance to others
- Embracing and celebrating difference
- Working consistently

Courage

Taking risks in my learning and standing up for others

- Applying oneself to learning
- Demonstrating strength – emotional and academic
- Supporting peers
- Demonstrating reliability and honesty
- Being able to genuinely self-appraise
- Standing up for others

Determination

Never giving up, willing to try again, accepting small wins and having a growth mindset

- Demonstrating a focussed attitude towards achievement
- Demonstrating enthusiasm in a special interest
- Caring for others
- Caring for the environment
- Demonstrating commitment to a cause

3. Wellbeing and engagement strategies

Windsor 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.

Universal Strategies

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 Windsor Primary School use an 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 Windsor 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 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 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 CASSE and our leadership groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, athletics, music *programs and peer support programs*
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, 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 includes programs such as:
 - Respectful Relationships
 - SWPB
 - Expect respect (SWPB)
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (and all students are supported to attend where possible)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy 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 Strategies

- each year group has a Year Group Leader/Coordinator, responsible for their year levels P-2 & 3-6, who monitor the health and wellbeing of students in their levels, and act 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
- 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](#)
- 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 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 Strategies

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [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](#)

Windsor 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
- flexible timetables to support students
- 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 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

Windsor 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. Windsor 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. 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 & our School Wide Behaviour continuum

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, Windsor 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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
- a behaviour goal or check in check out form
- restorative practices
- 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 Windsor 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.

7. Engaging with families

Windsor 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 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

Windsor 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, including attendance and absence data
- SOCS

Windsor 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.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	2023
Consultation	Mid 2023 – Late 2023
Approved by School	November 2023
Acknowledged by School Council	March 2024
Next scheduled review date	2027

