



Wembley Primary School

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Wembley Primary School on 03 9314 7054 or wembley.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 available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Wembley 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.

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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
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POLICY

1. School profile

Wembley Primary School is a co-educational, government primary school located in Yarraville, Victoria. It resides on the land of the Boon Wurrung people of the Kulin Nation.

The school caters for students from Prep - Year 6, and at our last formal census in 2023 had an enrolment of 651 students - 337 female and 314 male. 7 of our students are Aboriginal and Torres Strait Islander (1%)

and 83 of our students (13%) are enrolled as EAL. We have a growing percentage of students enrolled with a disability as registered on the NCCD, equating to 150 students, which is 23% of our student population.

Overall, the school has a low Student family Occupation and Education Index of 0.1586

At present, we have 28 classes, a workforce of staff made up of 50.77 EFT staff - 42.87 EFT teaching staff, and 7.9 EFT of Educational Support Staff.

At present the school is undertaking Capital Works; In 2021 the school was granted funding for a major capital works program to replace the administrative building with a new two-storey building incorporating administration, five classrooms, art room, science room, food preparation area and staff amenities. Planning commenced in 2021, the planning and design development process ensued in 2022, and construction commenced in 2023. The capital works are due to be completed in quarter four of 2024.

The school continues to operate as a Professional Learning Community; consequently, Wembley Primary School continues to focus on the following three big ideas:

- We work collaboratively and take responsibility for the learning of all students
- We focus on student outcomes; to use data driven practises to ensure that staff know whether students are learning, and how to respond to their learning needs
- All students can learn at high levels, and this informs the fundamental purpose of the school

The culture at Wembley Primary School is one that is safe, orderly and inclusive. The school has begun implementing the School Wide Positive Behaviour model, which has influenced our updated school values of: Respect, Resilience, Empathy and Inclusion. As a community of students, staff and parents, the school operates to seek the best possible outcomes for all, guided by the FISO priorities.

2. School values, philosophy and vision

School Mission: To empower all students to learn at high levels to become successful, independent, lifelong learners.

School Motto: Know Thy Impact.

Wembley Primary School's Mission and Vision is integral to the work that we do and is the foundation of our school community. The school aims to build a culture that demonstrates a strong belief in - and a commitment to - providing a rich and rigorous curriculum within a safe, secure and enriched learning environment for our children. We have a clear focus on catering for the diverse range of students at their point of need. We strive to provide a supportive, nurturing and challenging learning environment, with high expectations for student success.

Our school values: Empathy, Inclusion, Resilience and Respect support all members of our school community in working towards our School Mission. All of our staff encourage and support our students to strive to embrace these values, which are introduced within our 'Learning to Learn at Wembley' first 15 days of school program and form part of their daily school life.

Together, our Mission, Motto and Values shape our daily practices and advance our work as a collective community.

3. Wellbeing and engagement strategies

Wembley 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

Our Universal strategies are informed by Department of Education driven initiatives, such as School Wide Positive Behaviour Support (SWPBS), Inclusive Education, the High Impact Wellbeing Strategies (HIWS) and the High Impact Teaching Strategies (HITS).

School Wide Positive Behaviour Support (SWPBS)

Our participation in SWPBS has been directly supported by working with a Department of Education (DE) coach during the initial implementation and development of these strategies, and further supported by partnering with a DE Inclusion Outreach Coach in 2023 and 2024.

SWPBS emphasises the following prevention-focused activities:

1. Classroom expectations
2. Classroom procedures & routines
3. Encouraging expected behaviour
4. Discouraging inappropriate behaviour
5. Active supervision
6. Opportunities to respond
7. Activity sequence and choice
8. Task difficulty

Classroom expectations and Classroom procedures & routines

- The school has embedded a matrix of positive behaviour expectations that encompasses core areas of daily school life: [see appendix 1](#). This can also be found on the school website. This matrix outlines the behaviours that all members of the school community are expected to demonstrate.
- Staff and students invest time in developing their understanding of expected behaviours at the beginning of the school year, by working through the First 15 Days of School – Learning to Learn at Wembley program, this focuses on:
 - Understanding the aforementioned Matrix of Expected Behaviours
 - Understanding the Rights and Responsibilities of a Learner
 - Understanding the school's Positive Reward Systems
 - Understanding student avenues for leadership and representation at the school

Encouraging expected behaviour & Discouraging inappropriate behaviour

Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents. Encouragement of expected behaviour is broadly characterised by staff commitment to:

- Maintaining and frequently providing non-contingent attention
- Providing positive feedback that is specific
- Utilising school developed tangible reward systems
- Utilising school developed continuum of reinforcers

Core structures of the school's tangible reward system and continuum of reinforcers include:

- Values stamps associated with specific positive feedback linked to expected behaviours - Daily
- Values stamps reinforced by attracting House Points – Daily
- House Point totals contributing to both individual rewards and whole class rewards – Weekly/Monthly/Termly
- House point totals contributing to a whole school House Point total, resulting in the award of a House Cup – Yearly
- Student Learning and Achievement Awards - weekly
- Student Values Awards (informed by student nominations) – Fortnightly
- Specialist Star Awards
- Recording of positive choices and achievements on Sentral

We engage in **school wide positive behaviour support** with our staff and students, which includes **programs** such as:

- Respectful Relationships
- Inform and Empower - digital safety and wellbeing

and **partnerships** with organisations such as:

- Safe Schools
- Centre for Multicultural Youth

In conjunction with our SWPBS team, we have developed a Behaviour Response Process Flowchart – see [Appendix 2](#). This response flowchart utilises the following strategies when discouraging inappropriate behaviours:

- Prompt
- Re-direct
- Re-teach
- Adapt
- Choice
- Relocate

Active supervision

Staff employ a range of proactive supervision strategies, both within classrooms and outside. Inside classrooms staff refer to the Wembley Primary School ***Classroom Environment Checklist*** to construct a learning environment that is safe, orderly and one that enables a clear line of sight at all times. Teachers

employ techniques such as roaming, moving, interacting and scanning in order to proactively supervise their learning environments.

Outside of the classroom, the school has clear expectations for student supervision, as outlined by our **Yard Duty and Student Supervision Policy**. This policy can be found on our website.

High Impact Wellbeing Strategies (HIWS)

As well as SWPBS, the school implements the **High Impact Wellbeing Strategies (HIWS)** as outlined by the Department of Education.

1. Build relationships with students
2. Facilitate peer relationships
3. Establish and maintain clear classroom expectations
4. Support inclusion and belonging
5. Foster student self-efficacy
6. Engage students
7. Promote coping strategies and facilitate referral

Build relationships with students & Facilitate peer relationships

- 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
- carefully planned transition programs to support students moving into different stages of their schooling
- create opportunities for cross—age connections amongst students through:
 - In school Buddy program
 - Peer Mediators – Peer Support Program
 - Performing Arts Opportunities: school musical, art show, choir
 - Lunch-time Clubs
 - Student Sports: Year 5/6 Interschool Sports, Athletics, District Sports Teams

Support inclusion and belonging

- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and associated student forums. Students are also encouraged to speak with their teachers, Learning Specialists, Assistant Principal and Principal whenever they have any questions or concerns.
- 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.
- programs, incursions and excursions are utilised when required to address issue specific needs or behaviour (i.e. anti-racism workshops, or student leadership programs)

- the operation of a School Breakfast Club

Engage students

- deliver a broad curriculum including Humanities, Science, Arts (visual and performing) and Language (Spanish)
- teachers at Wembley Primary School use the Victorian Learning and Teaching 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. Instruction also adopts the Gradual Release of Responsibility model.
- teachers at Wembley 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

Promote coping strategies and facilitate referral

- Students engage in Social and Emotional Learning on a weekly basis, which is influenced by the Department of Education's Respectful Relationships Program: a considerable component of this learning focuses on the topics of help seeking and coping strategies.
- All students are welcome to self-refer to the Student Wellbeing Team (comprising of Year Level Learning Specialists, Assistant Principals and School Counsellor) 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
- Wembley Primary School has partnered with Dog's Connect, and has two active wellbeing dogs working at the school.

In addition, at Wembley Primary school, we are committed to 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. We monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.

Targeted

Wembley Primary School employs a range of targeted strategies for individual students, or groups of students who may require support beyond the school's Universal strategies. These include:

- Access to Quiet Club at lunchtime
- Individual or group-based counselling interventions
- Specific and targeted support of the school's wellbeing dogs
- Individual, student specific brain and movement breaks
- Reflective and Restorative conversations – facilitated by both classroom teachers and members of leadership

In addition, specific cohorts of students may need

- 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 – refer to our Aboriginal Learning, Wellbeing and Safety Action Plan which outlines the school strategies to support Koorie students for further information

- our English as a second language students are supported through differentiated teaching practise, and inclusion in RTI (Response to Intervention) if indicated, 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 strong partnerships with our Student Support Services team as well as the Centre for Multicultural Youth.
- 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. [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

Wembley Primary School implements a range of strategies that support and promote individual Wellbeing and Engagement.

These 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 in the form of a Student Support Group meeting, to talk about how best to help the student engage with school, with possible subsequent development of:
 - developing an Individual Education Plan
 - Behaviour Support Plan
 - Attendance Plan
 - Safety Plan
- considering if any adjustments need to be made, in relation to: learning environment, learning content, learning process and available resources or supports
- 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

- o Considering accessing additional school support through the Disability Inclusion process

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:
 - o with a disability
 - o in Out of Home Care
 - o with other complex needs that require ongoing support and *monitoring*.

Please see relevant Department of Education guidelines and policies:

- [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](#)

4. Identifying students in need of support

Wembley 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.

Each year group has a Year Level Facilitator, Learning Specialist and associated Assistant Principal who collectively monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.

Principal						
Whole School Assistant Principal						
Assistant Principal Prep – Year 2			Assistant Principal Yr 3 - 6			
Learning Specialist Prep – Year 2			Learning Specialist Yr 3 - 6			
Disability Inclusion Leading Teacher						
School Counsellor & MHiPS Leader						
Prep Facil	Yr 1 Facil	Yr 2 Facil	Yr 3 Facil	Yr 4 Facil	Yr 5 Facil	Yr 6 Facil

Collaborative Teaching Teams discuss cohort wellbeing on a weekly basis, and adjust planning to meet the needs of the broad cohort, and consider how adjustments can be made to meet the needs of individual students. Through this weekly process, students who may need additional support are flagged to leadership staff in attendance at the Collaborative Team Meeting.

Fortnightly Wellbeing and Engagement meetings are then held by the Wellbeing Team (Sector Leader, Disability Inclusion Leading Teacher, Assistant Principal and School Counsellor). Wellbeing and Engagement meetings provide a regular and intentional opportunity to:

- Discuss students who need additional support
- Develop intentional action plans, outlining what supports have already been implemented and their outcome, what additional supports may be required, who will be responsible for supporting the student and any associated timeframes
- Consider making any additional referrals (for example: Koorie Education Support Officer (KESO) DE Student Support Services Team, Orange Door, School Counsellor, teacher coaching)
- Consider communication with parents and family

At any point, students and families can self-refer to the Wellbeing team, by direct conversation, phone call or email.

Wembley 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, Sentral incident data as well as 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

Behavioural expectations of students are grounded in our school's Statement of Values, Student code of conduct and our Positive Behaviour Expectations Matrix. **See Appendices 1 and 3 .**

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, Wembley 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 inappropriate behaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- 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 Wembley 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

Wembley 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, supported by our Communicating with School Staff 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

Wembley 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
- Student forum data

Wembley 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
- 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

Policy REVIEW and Approval

Policy last reviewed	14/3/24
Consultation	School Council Education & Policy Subcommittee Consultation: 14/3/24 School Council Approval: 20/5/24
Approved by	Principal
Next scheduled review date	Before 14/3/26

Appendix 1:



POSITIVE BEHAVIOUR EXPECTATIONS

VALUES	In classrooms	Transitions	Out of classrooms	At all times
EMPATHY 	Help others Encourage everyone Share resources	Give others personal space Move quietly	Help and look after others Tidy up Share space and equipment	Keep hands, feet and objects to yourself Take care of all property Speak appropriately Listen to the speaker Move safely Follow instructions
INCLUSION 	Take turns Co-operate with everyone Celebrate strengths and differences	Move together Support others	Invite others Speak kindly Be an upstander	
RESILIENCE 	Accept and adapt Show a growth mindset Have a go and keep trying	Be patient	Accept changes Try new things Follow the rules	
RESPECT 	Let others learn Be kind Use space and equipment correctly	Follow routines Be ready on time	Look after our school Be fair Respect everyone's privacy Use good manners	



WPS Behaviour Response Process

Prevention:

- School rules/values/expectations displayed and explicitly taught
- Structured environment, routines and procedures are taught
- Opportunities for student responses
- Active supervision
- 6:1 positive reinforcement
- Engaging activities

