



Yarraville West Primary School

Student Engagement and Wellbeing Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2021
Consultation	Students, Staff and Parents
Approved by	Principal
Next scheduled review date	Term 1 2022 (post School Review)



Help for non-English speakers

If you need help to understand the information in this policy please contact Nicole Arnold or Sally Emery, 9314-7714.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school's policies and procedures for responding to inappropriate student behaviour.

Yarraville West 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

1. Introduction

“Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.” (Effective Schools are Engaging Schools, DEECD, 2009.)

Student Engagement is an educational concept used to describe students’ ongoing interest in, and interaction with, their learning and their school community. This Student Engagement Policy articulates the expectations of the Yarraville West Primary School community in relation to student engagement. It is a collaborative document (with input from teachers, students and parents) and it will change over time to continually reflect our school’s needs. This policy ensures that the school maintains its positive school culture and that our students continue to thrive personally, socially and academically.

At YWPS we have a commitment to keeping children safe and happy. As a staff we comply with the child safe standards as outlined in Ministerial Order 870. Please see the Child Safe Policy and Code of Conduct for more information.

2. School profile

Yarraville West Primary School is a government primary school located in Yarraville, about 10km from Melbourne’s CBD, and is an inner west suburb. YWPS has served the schooling needs of the community for over 110 years. The current school buildings were opened in 1985, and as the school has grown, additional classrooms have been added. The school is high density, with an average of 800 students on a relatively small site. The Yarraville Oval is adjacent to the school, and provides additional space for learning and play. Our students come from diverse cultural, ethnic and socioeconomic backgrounds.

The current enrolment is 812 students. Our Foundation students are mainly drawn from 3 kindergartens. Our classes are organised to link with the Victorian Curriculum:

- Level 1 Foundation
- Level 2 Year 1 and 2
- Level 3 Year 3 and 4
- Level 4 Year 5 and 6

The school’s staffing profile consists of an aggregate of 60 equivalent full time positions of which 42 are classroom-teaching positions, 11 specialist teachers, and 2 leading teachers. There are also three Principal Class Officers, a Business Manager, 2 Administration Officers, 1 library and First Aid officer, 8 part-time Integration Aides, and 3 Outside School Hours Care educators.

3. School Values, Philosophy and Vision (these may change in context of the School Review outcome in November 2021)

‘At Yarraville West Primary School, we constantly strive to improve and extend the academic achievements of our students, whilst recognising the importance of social skills, problem solving, of being creative and adaptable’.

There is a strong focus on overall student wellbeing, and our school culture is inclusive and built on acceptance and respect. This is exemplified by our use of first names for everyone in the school community and our adopted school values of ‘Respect, Responsibility, Resilience and Teamwork’.

Our senior students came up with the following reflections on our school values:

Respect - Can be seen through your behaviour, by being helpful, caring, kind and nice. Using words as simple as 'thank you' can also show respect. If you are respectful to others, they will be respectful to you.

Responsibility – Responsibility is an important part of learning and growing up. To be responsible is to be mature, take pride in what you do and help out even when not asked to. Some responsibility you want, some you just have to have.

Resilience – Being resilient can be hard. Picking yourself up again, and again, and again... but it's worth it in the long run. Don't give up even though you might not be the greatest at what you are doing... keep trying!

Teamwork - Is when a group of people work together to produce something amazing! People bring different skills to a team. This means that you can achieve more than if you work on your own.

Yarraville West Primary School is committed to providing a productive learning environment by ensuring that the school is a safe and secure environment for all members of our community. We aim to:

- Maintain a culture of mutual trust and respect that recognises that all members of the school community contribute to the safety, wellbeing and success of our students.
- Cultivate a strong sense of pride in our school, our students and our teachers.
- Encourage the development of a positive school tone and appropriate behaviour management systems throughout the school.
- Promote the expectation that the dignity and respect we show to each other will be extended to our community.

The achievements of the school rely on strong relationships with, and good communication between, all members of the school community; our students, staff and families, as together we all contribute to the safety, wellbeing and success of our students.

Our school motto is **Great Kids, Great School, Great Community!** We are proud of our school, and proud of our students.

4. Engagement Strategies

At Yarraville West Primary School, we believe that engaged students display a sense of wellbeing, that they display positive behaviours and high levels of attendance. Therefore, we place emphasis on striving to engage all students, in all areas of their education, at all times.

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.

We understand that our students have mixed and varied needs and so our engagement strategies must range from the broad (school-wide) to the individual (student-specific) and they must encourage behavioural engagement, emotional engagement and cognitive engagement.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below. At Yarraville West Primary School we:

Universally...

- strive for 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
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and being responsive to them as partners in learning
- analyse and are 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
- 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
- adopt a broad range of differentiated 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
- utilise the cyber-safety resources from e-smart to foster safety online
- promote a positive playground through providing lunchtime clubs for students to connect with others in a more structured setting, eg Lego, Library, Pokemon, Basketball, and Netball.
- incorporate our values into our curriculum and promote them to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement 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
- provide students with the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with their teachers, Assistant Principal, Principal and in Community Circles whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through whole school events, such as the school concert, and other activities such as the Buddies Program, and classroom expos.
- Welcome students to self-refer to the 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
- engage in a school wide delivery of a Social Emotional Learning program, framed through the lens of the Respectful Relationships Program
- provide opportunities for student inclusion and extension (in activities such as: lunchtime clubs, Mathematical Association of Victoria [MAV] Maths competitions, GATEWAYS, Claymation, and Tournament of Minds)

the 3-Step Resolution, Telling Rule, and Rethink and Restore (see Appendix)

Yarraville West Primary School uses the 3 step resolution, and 3 step telling rule, and a Rethink and Restore process to encourage engagement, personal responsibility and respect in each individual student. This process supports responding pro-actively to behavioural issues, and supports the underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and our process seeks to understand, make amends and put things right.

In encouraging and building this cooperative approach, it is acknowledged that there will be behaviours and events that occur that compromise this ideal. When this occurs, Yarraville West Primary School will use the Rethink and Restore approach to repair damaged relationships between individuals and groups.

This sits alongside the individualised classroom agreements that all teachers co-develop with their students annually. Where appropriate Yarraville West Primary School will inform and involve parents in these processes through a Student Support Group.

The Rethink and Restore question approach is built upon the questions below. School staff will use some of these to help students rethink and restore relationships.

Rethink and Restore

When things go wrong	When someone has been hurt
What happened?	What did you think when you realised what had happened?
What were you thinking at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

Child Safe Standards

YWPS meets the standard for the care, safety and welfare of students as set out in Ministerial Order No. 870. These include an embedded organisational culture of child safety at the school, a child safety policy and a child safety code of conduct.

Regular Attendance

Yarraville West Primary School is continuing to build an understanding in the community that full, and punctual, attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.

An approach to improving attendance and reducing lateness is addressed through school initiatives including:

- Sending an automated SMS text to parents/carers if their child is marked absent without notification via Compass
- Tracking attendance, punctuality and following up with parent/carers
- Marking the roll twice each day
- For persistent non-attendance, the school invites parents to meet and discuss re-engagement strategies

Targeted

- each year group has a Team Leader, and an Assistant Principal responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Resilience-building strategies to support positive attitudes and behaviour include: the Buddy Program, Kinder-Prep Transition, Year 6-7 Transition, the Respectful Relationships Curriculum, Learning support, and Literacy Intervention.

- the Leadership Team implement a school wide Transition and Class Placement Program to make recommendations for improvement of transitions and student wellbeing in every year level.
- connect all Koorie students with a Koorie Engagement Support Officer (as required). The school has a Marrung Champion Teacher, who coordinates culturally appropriate activities for Aboriginal and Torres Strait Islander students.
- all students in Out of Home Care are appointed a Learning Mentor, have an Individual Education Plan and a Student Support Group (SSG) and are referred to Student Support Services for an Educational Needs Assessment
- Teachers undertake health promotion and social skills development in response to needs identified by student wellbeing data, emerging issues raised by students, and feedback from student, parent and staff surveys.
- staff are involved in scheduled professional learning to ensure we operate in a consistent manner with colleagues, students, and parents. Our focus is to develop the teaching practices and learning environment that support and promote a culture of inclusion, learning and growth.

Individually...

Yarraville West 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 Education Plan and/or a Positive 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 and other allied health professionals and external organisations
 - Promoting re-engagement through daily check ins with teaching and support staff

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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - who are Koorie
 - and with complex needs that require ongoing support and monitoring.

Yarraville West Primary School will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- [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](#)

Identifying students in need of additional support, including Students with Disabilities

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

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected.

We 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
- Contact with their kinder or previous school
- attendance records
- academic performance
- observations by school staff, (including teachers, integration aides, and Principals) such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

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, 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.

Student behavioural expectations and management

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

Shared expectations of our STUDENTS

Engagement	We expect students to: Have high expectations for their own learning; Respect, value and learn from the differences of others
Attendance	We expect students to: Attend school every day that the school is open to students. Arrive on time to the classroom and be ready to learn.
Behaviour	We expect students to Support each other's learning by behaving in a way that is respectful. Be motivated to learn and be engaged in the learning process. Understand that any form of bullying is unacceptable; Be prepared to learn and explore their full potential; Contribute to a positive school environment that is safe, happy and inclusive; Abide by the Yard rules; Understand that adults have a responsibility to keep them safe.

Shared expectations of our STAFF

Engagement	We expect Staff to: Develop flexible teaching styles to engage learners Deliver curriculum and assessments that challenge and extend students Develop positive relationships with students as a basis for engagement and learning
Attendance	Monitor and follow up on absences Promote regular attendance at school
Behaviour	Lead by example by modelling appropriate behaviour Teach students social skills and values through curriculum and classroom activities Use positive behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive relationships Share strategies and support each other to reflect on one's individual approach to behaviour management Involve specialist expertise where necessary Uphold the expectations outlined in the Child Safe Code of Conduct

Shared expectations of our PARENTS/CARERS

Engagement	We expect parents/ carers to: Work in an educational partnership with the school regarding their child's learning and wellbeing Actively support their child's learning by building positive relationships with members of the school community Support the school's efforts to educate young people in a diverse world by promoting an understanding and appreciation of diversity in the home Attend parent-teacher meetings
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Attendance	<p>We expect parents/carers to:</p> <ul style="list-style-type: none"> Ensure students attend school Supply an explanation in the event of non-attendance Deliver students to school on time and ready to learn Ensure their enrolment details are kept up to date.
Behaviour	<ul style="list-style-type: none"> Support the school's behavioural expectations in order to promote a consistent approach to learning, both in and out of school Promote respectful relationships within the school community Raise issues or concerns with the school in a manner consistent with the Parent Complaint Policy Uphold the expectations outlined in the Child Safe Code of Conduct

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement.

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. All behavioural incidents are to be recorded on COMPASS.

All staff follow the school's **Classroom Incident** process to support and manage student behaviour. See Appendix 1.

School Action and Consequences

Yarraville West Primary School strives to engage all students; to facilitate positive behaviours, foster healthy friendships and support beneficial learning choices. We also believe in a cohesive and consistent approach to inappropriate behaviour, while acknowledging that there cannot be a single prescriptive response to each and every situation.

From experience, we know that no two situations can be dealt with in exactly the same way. This is because there are a number of differing factors that affect each situation - the life circumstances of the student, their involvement in prior incidents, the severity of the incident - but our students will always be treated fairly and with respect.

Students are given the opportunity to explain their version of events through discussion with the classroom or yard duty teacher. With more serious incidents, discussions may also involve leadership and/or parents, and in cases of conflict between students, mediation is provided where necessary.

Actions and consequences are proportional and logical to the nature of the behaviour and appropriate to the student. We realise the importance of identifying and addressing the root cause(s) of the behaviour if we are to keep our students happy, healthy and safe, and help students to reach their full potential.

Suspension is a measure 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>

The Principal of Yarraville West Primary School is responsible for ensuring all suspensions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance. Any form of restraint or seclusion, other than in the circumstances described in the Department of Education's

Restraint and Seclusion Policy is prohibited. <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

Contacting parents/carers

Yarraville West Primary School ask parents/carers to understand that they will not be informed about every incident that their child is involved in. Where an incident is small, or a one-off, we believe that students might be extended the opportunity to learn and grow independently. We will involve parents/carers as soon as we believe we can achieve more by working together, in the best interests of the student. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Engaging with families

Yarraville West Primary 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.

How we support positive relationships

Yarraville West Primary School encourages the active involvement of parents in the learning, development and support of positive behaviour of each student. It seeks to foster this cooperative approach with parents through wellbeing interviews, parent helper training, reports, newsletters, website information, emails, educational forums, parent-teacher interviews, phone calls and meetings. 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 home learning and other curriculum-related activities
- involving families in school decision making through School Council sub-committees
- coordinating resources and services from the community for families, through voluntary contributions eg school uniform
- including families in Student Support Groups, and developing individual plans for students

Appropriate Behaviour

Yarraville West Primary School will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement as shown in the logical consequences provided below.

Inappropriate behaviour

When students do not meet these expectations, a staged response is implemented, consistent with using the logical consequences outlined below using the rethink and restore approach.

LOGICAL CONSEQUENCES for appropriate behaviour	LOGICAL CONSEQUENCES for inappropriate behaviour
Positive feedback	Parent-teacher meetings in person or by phone
Negotiated rewards within their classroom	Discussion and setting of personal learning goals
Values award at assembly	Talking to the student and referring to our shared values and expectations
Celebration in the classroom	Changes to the student's learning program to help them to engage positively

Student Reports	Counselling
References	Withdrawal of privileges
Newsletters	Student Support Group meetings
Leadership opportunities	Positive Behaviour Support Plan
The opportunity to represent the school at sports and other events	Negotiate and explore alternative settings for the student, or as a last resort, suspension

5. Evaluation

Yarraville West 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
- staff survey
- parent survey
- case management
- CASES21, including attendance and absence data

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

Related Policies:

[Statement of Values and School Philosophy Policy](#)

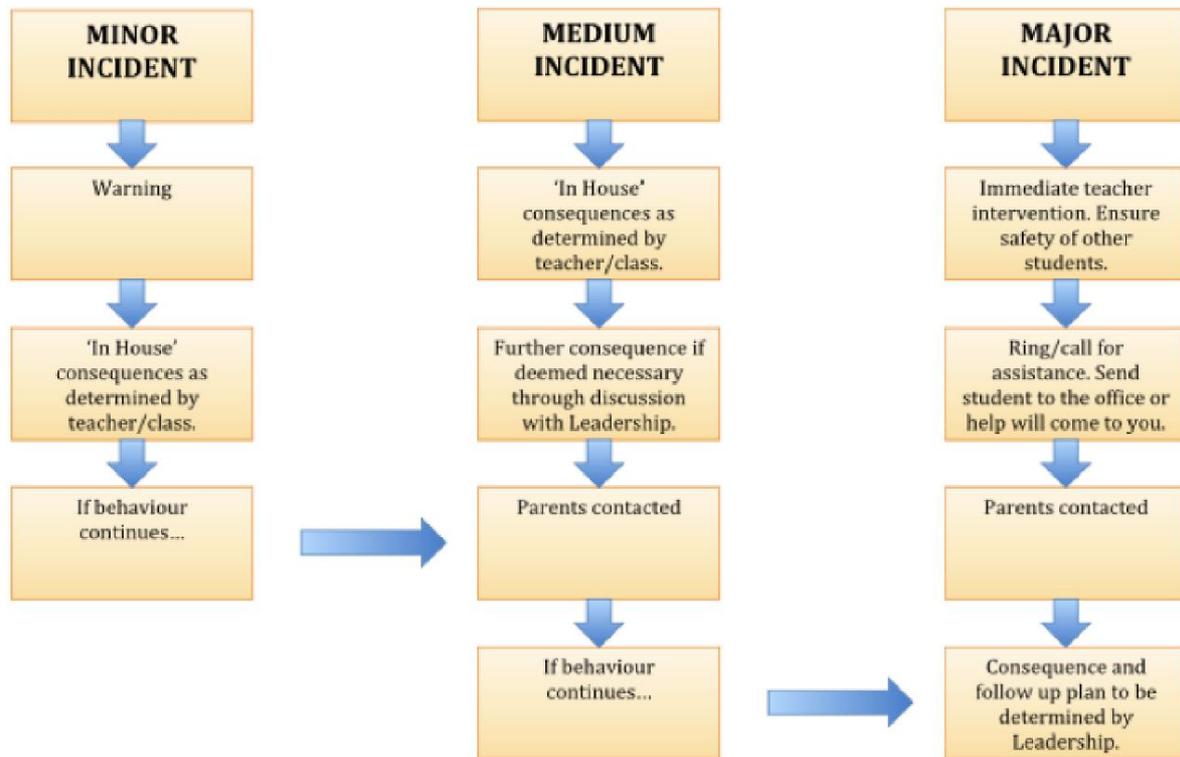
[Bullying Prevention Policy 2021](#)

[Child Safe Standard 2 Child Safety Policy 2021](#)

[Attendance Policy 2021](#)

APPENDIX 1

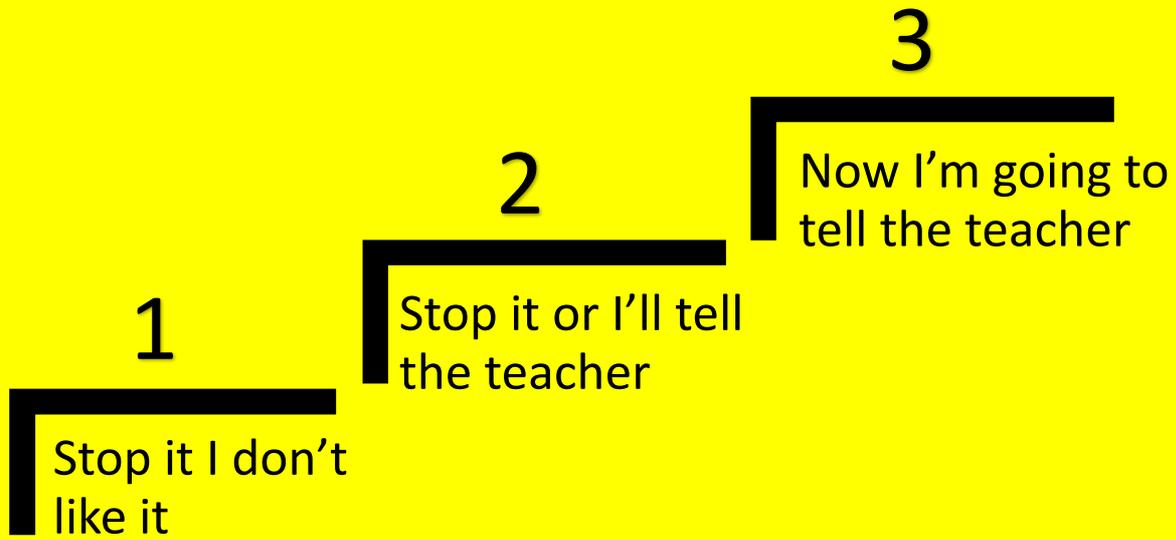
CLASSROOM INCIDENT MANAGEMENT – YARRAVILLE WEST PRIMARY



Examples of Classroom Incidents

Minor: disrupting others' learning Medium: repeatedly not following teacher instructions Major: action endangering self, or other students

3 Step Telling Rule



3 Step Resolution Rule

