



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you require help to understand the information in this policy, please contact Greythorn Primary School – 03 9857 9762.

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.

Greythorn 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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POLICY

1. School profile

Greythorn Primary School serves the educational needs of families in the area of North Balwyn. The school opened in 1953 and occupies a site of just over two hectares with sweeping views to the city.

The current enrolment of 430 students is made up of a diverse range of cultural backgrounds. Facilities include a Library, Sport Stadium, Hall, Art room, Music room, Languages - French and English as an Additional Language rooms, a STEM (Science) Centre, extensive outdoor play areas, including artificial and natural surfaces and an adventure playground. Additionally, the out of hours care program operated by TheirCare, occupies a double classroom space in the junior building.

Greythorn Primary School, 'Working Together' with its community, has the expectation that all students will pursue excellence whilst acquiring a lifelong love of learning and the skills and attitudes necessary to contribute successfully in our global society. Our pedagogical focus is to create an environment where students are encouraged to take risks, ask questions and seek answers to stimulate their curiosity. Students are supported to develop the strategies and confidence to engage in all tasks, demonstrating a sense of purpose and a zest for life.

Specialist programs in LOTE (French), Performing Arts, Visual Arts, Physical Education & Sport, Library and STEM provide a wide range of opportunities and learning experiences through an holistic approach. Additional assistance and extension programs are provided to students through MiniLit, MacqLit, EAL, Literacy Enrichment, Maths Olympiad and the Victorian High Ability Program. Greythorn also provides a wide variety of extra-curricular activities that the students can participate in including Bike Education, an annual Fun Run, Year 3-6 Camp Program, Choir, Taiko, Orchestra and Percussion Ensemble. The school also has as an extensive Clubs program that includes Chess, STEM, Art, Library, Cultural, Wellbeing and Calm Club. Our dynamic learning environment encourages students to become active learners, acquire and practice higher order thinking skills and utilise Information and Communication Technology skills. Greythorn Primary is a BYOD iPad school with all students in Years 3 - 6. ICT hardware including all classrooms having large screen TVs integrated with Apple TV, 3D printers, PC's, laptops, iPads and netbooks form part of the learning tools available to all students from Foundation to Year 6. Our school seeks to support students' learning through 21st century learning programs.

Providing leadership opportunities and developing students' social competencies is a priority at Greythorn. The school culture is influenced by a common purpose that we need to continue to acknowledge and pursue high performance whilst embedding a social framework to support students on their learning journey. Leadership positions are held by the senior students with a wide variety of responsibilities attached to these including weekly assembly participation, assisting on school tours, running various clubs and assisting with whole school events. A Junior School Council has representatives from all year levels and meets on a regular basis to plan and organise events and activities throughout the year. Our school is committed to child safety, including all school environments and outside of school hours.

2. School values, philosophy and vision

Greythorn Primary School's vision is to empower students to reach their personal best.

We have a distinctive ethos, where excellence is encouraged and recognised, diversity is embraced and students, staff and parents work together with energy and a unified vision. The school's philosophy, policies and motto 'Working Together' reflect our core values of **Optimism, Respect, Pride and Integrity**.

- **Optimism** - Focusing on positive, rewarding and enjoyable daily experiences.
- **Respect** - Caring about yourself, others and the things in your environment.
- **Pride** - Recognising and celebrating your personal achievements, and the personal achievements of others.
- **Integrity** - Being honest and fair.

Greythorn Primary School, with its community, has the expectation that all students will pursue excellence whilst acquiring a lifelong love of learning and the skills and attitudes necessary to contribute successfully in our global society. Our pedagogical focus is to create an environment where students are encouraged to take risks, ask questions and seek answers to stimulate their curiosity. Students are supported to develop the strategies and confidence to engage in all tasks, demonstrating a sense of purpose and pride in their learning.

Greythorn Primary School's mission is to provide students with the best possible foundation in life through a holistic education.

Our belief in strong parent-school partnerships enables our parents to participate in all aspects of school life. This partnership gives rise to a cooperative school culture, where a spirit of mutual respect is evident. Parent and community participation complements and extends the quality programs provided by the staff. Extensive staff training and Professional Development programs promote a commitment to continuous improvement in maximising student achievements.

3. Wellbeing and engagement strategies

Greythorn 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 whole school, targeted (year group specific) and individual engagement strategies used by Greythorn Primary is included below:

Whole School

- *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 Greythorn Primary School use the Instructional Model 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 Greythorn 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 the Junior School Council. 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, House sporting events, music programs and multi age group specific days e.g. Harmony Day*
- *all students are welcome to self-refer to the Classroom teachers, 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*
 - *Zones of Regulation*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs across Foundation to Year 6*
- *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 (year level specific)

- *each year group has a Professional Learning Team (PLT) leader who 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*
- *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+*
- *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

Greythorn 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/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*

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

Greythorn Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Greythorn 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, chronicle entry 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. The whole school Behaviour Management Plan is shared with all staff, students and families through start of the year notices and displayed posters.

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 the school Behaviour Management Plan. 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, Greythorn 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.

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*
- *restorative practices*
- *referral to Assistant Principal or Principal*
- *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 Greythorn 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

Greythorn 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

Greythorn 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

Greythorn 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
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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	Term 2 2025
Consultation	Education Sub Committee, School Council
Approved by	Principal
Next scheduled review date	Term 2 2027