

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Queenscliff Primary School on 03 5258 1696 or queenscliff.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.

Queenscliff 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

Queenscliff Primary School is a small, coastal school in Queenscliff, on the Bellarine Peninsula overlooking Swan Bay. Throughout the past two years, the school has experienced considerable enrolment growth with an enrolment of approximately 168 students for the 2024 school year. Our school has 8 classes from Prep to Year 6 and our staff

is comprised of a Principal, Assistant Principal, Wellbeing Specialist, classroom teachers, specialist teachers and a team of education support staff.

Queenscliff Primary School aims to provide a friendly, safe, stimulating and inclusive environment for all of our students and members of our school community. We aim to equip our students with the necessary skills, knowledge and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally-minded citizens who want to make a positive difference to others, the environment and the world around them. We aim to inspire curiosity, encourage independent thinking and instil a lifelong love of learning.

We live and breathe our School's values of Optimism, Integrity, Gratitude and Empathy in our curriculum, wellbeing programs and daily interactions with our students and wider community. Our school deeply values and respects our First Nations people, the Wadawurrung People, and their history and culture at our school.

Preparing students for a changing world is essential to a successful education in the 21st century. We offer a guaranteed, viable and rigorous curriculum using the Victorian Curriculum, that is differentiated by our educators to cater to individual student needs and abilities. Our staff plan, teach and assess students' learning using an agreed Instructional Model to ensure consistency in approach throughout the school and use evidence-based pedagogies and practices to plan, teach and assess student learning. Our school prioritises the explicit teaching and assessment of Reading, Writing and Mathematics. Our diverse range of Specialist programs, including Physical Education, Science/STEM, Performing Arts, Visual Arts and First Nations, provide all of our students the opportunity to participate in a range of learning opportunities to discover their interests, talents and passions. We value technology and equip our students with the necessary skills and knowledge to navigate the online world safely and respectfully and to use technology confidently to support their learning so that they can thrive in a digital world. Our team of professional educators and dedicated support staff take great pride in delivering excellent educational programs and extra-curricula initiatives to support the academic, social and emotional development of every child.

Queenscliff Primary School values parent and community engagement. We endeavour to provide opportunities for parents, families, and community members to be actively involved in our classrooms, educational programs and extra-curricula initiatives. We believe in having a strong, positive partnership between parents, the community and members of staff to foster a sense of team in nurturing our students' education.

Every student at Queenscliff Primary School is respected, valued, and nurtured as a learner and individual. Every student is unique and brings their own experiences and understanding of the world to our classrooms every day. We embrace and celebrate diversity at our school, so that every child can thrive and flourish.

School values, philosophy and vision

Queenscliff Primary School's values are Empathy, Integrity, Gratitude and Optimism.

- **Integrity:** A commitment to honesty and moral principles.
- **Optimism:** The belief that, despite challenges, the future holds opportunities and positive outcomes.
- **Empathy:** An ability to understand and share the feelings of others.
- **Gratitude:** The quality of being thankful and readiness to show appreciation for and to return kindness to others.

Queenscliff Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at: <https://www.queenscliffps.vic.edu.au/our-school/mission-vision-values-motto>

2. Wellbeing and engagement strategies

Queenscliff 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

- High and consistent expectations of all staff, students and parents and carers
- Prioritising 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
- Embeds School Wide Positive Behaviour frameworks into the wellbeing and engagement approach used by all staff, including teachers, education support staff and leadership. All classrooms refer to the Positive Behaviour Matrix daily and students are explicitly modelled and taught positive behaviours aligned with the school's values and pillars. Students participate in weekly wellbeing sessions with their teacher following the Respectful Relationships curriculum and scope and sequence.
- 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 use a Queenscliff Primary School 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. The instructional framework ensures review of content and skills is incorporated into every lesson to enhance students' ability to learn and key strategies for quality explicit teaching are planned and delivered in all learning programs
- Teachers at Queenscliff 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 support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents. Students are awarded House Points and Excellence Stamps by their teachers for demonstrating positive behaviour and achievements. Students are awarded Excellence Certificates when they have achieved ten Excellence Stamps.
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students are encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs. Students have opportunities to meet with students from different year levels during House meetings. During these House meetings, students engage in relationship building

and wellbeing workshops to develop their connection, understanding of self and others, resilience and a growth mindset.

- All students are welcome to self-refer to the elected Student Leaders and House Leaders, Wellbeing Learning Specialist, 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
 - Bully Stoppers
- Programs, incursions and excursions developed to address issue specific needs or behaviour, including Life Education, resilience building workshops, protective behaviours programs.
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy programs for students in Prep to Year 6
- Students are provided with opportunities to demonstrate student agency and voice through Student Leadership positions, Student Representative Council and other positions.
- Student leaders have the opportunity to lead and connect with students within the community from neighbouring schools and with local councillors in the Borough of Queenscliffe, planning inter-school events and wellbeing-related activities to promote positive, respectful student interactions.
- Students engage in a Digital Citizenship program from Prep to Year 6 promoting online, safe and respectful use the internet and online websites/games. Students learn how to keep themselves safe and others when online and how to engage online in a respectful and positive manner.
- Opportunities for students to participate in co-curricular events to encourage positive engagement and connection to the school including Huff and Puff (before school physical activity program), Breakfast Club and Kelly Sports (after school physical activity program)
- 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

- The health and wellbeing of students in a class will be monitored and managed by the classroom teacher, and act as a point of contact for students who may need additional support. The Wellbeing Learning Specialist and Assistant Principal will provide additional support to classroom teachers through Student Resource Team meetings and ongoing check-ins to ensure strategies, accommodations and adjustments are implemented to support targeted student engagement.
- 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. Queenscliff Primary School has a Reconciliation Action Plan outlining key strategies, programs and initiatives embedded at the school to ensure the environment is culturally safe for Koorie students to learn and thrive.
- 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. Our school has qualified EAL Teachers through the Geelong English Language Centre who provide professional development and support to teachers for curriculum planning, reviewing of assessment data and report writing.
- We support learning and wellbeing outcomes of students from refugee background through the development of Individual Education Plans, termly Student Support Group (SSG) meetings, Student Support Services and community organisations.
- 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](#). The school has embedded the Respectful

Relationships curriculum throughout Prep to Year 6 and special events are held throughout the school calendar year recognising and celebrating LGBTIQ+ students, for example, IDAHOBIT Day.

- 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

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour – Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Queenscliff 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
- 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.

3. Identifying students in need of support

Queenscliff Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Wellbeing Specialist, Assistant Principal and Education Support Staff) plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Queenscliff 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
- attendance, detention and suspension data

4. 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.

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Queenscliff 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 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 misbehaviour
- 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.

The Principal of Queenscliff 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.

6. Engaging with families

Queenscliff 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.

7. Evaluation

Queenscliff 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

Queenscliff 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/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 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	December 2024
Consultation	Student Representation Council School Council
Approved by	Principal
Next scheduled review date	Before December 2026