



STUDENT WELLBEING & ENGAGEMENT POLICY

PURPOSE

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

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

Apollo Parkways 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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2. School values, philosophy and vision
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POLICY

1. School Profile

Apollo Parkways Primary School is located in Greensborough, in Melbourne's outer northern suburbs. The school has maintained a steady enrolment of more than 700 students for many years, in 2021 the enrolment is approximately 730. A significant percentage, 56%, of our student population is drawn from outside our immediate neighbourhood. The school's reputation for education excellence across a broad range of curriculum areas, with a strong emphasis on contemporary educational practices has led to many families choosing to travel to Apollo Parkways from suburbs some distance away.

The school's Student Family Occupation Education Index (SFOE) is 0.1890, with 15% of



students from EAL (English as an Additional Language) background and 1% of the students are of Aboriginal or Torres Strait Islander decent. These indicators are used by DET to differentiate the allocation of resources to school budgets based on the correlation between student SFOE and predicted student outcomes and place the school with a solid measure of school advantage.

The school is organised into 29 grades operating in grade level teaching teams. The school's curriculum is based on the outcomes required of the Victorian Curriculum and is both broad and comprehensive. A strong emphasis is placed on the teaching of literacy and numeracy, with whole school programming and coordination a key to the strength of these curriculum areas. The school has maintained a full complement of specialist programs in; The Arts, Physical Education and Sport and Languages (Italian). The school also has a Tutoring Program to provide time to assist students in their learning. An enrichment program, The Pegasus Program, is offered to highly capable and talented students.

Our school's achievements in a wide range of educational pursuits are widely acknowledged. On sporting fields our students excel in the competition of the Diamond Valley Primary School Sports Association where premierships are won each year in a wide range of sports. Individually our students have attained personal success with numerous gaining selection in Victorian representative teams.

Our teaching staff is of the highest calibre and cannot be praised enough for their dedication and commitment to all students and their learning. The school has attracted and retained an excellent staff. They continue to be active learners participating in a wide range of professional development activities that add to their curriculum knowledge and teaching skills.

2. School values, philosophy and vision

Apollo Parkways 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 at every opportunity. Apollo Parkways Primary School operates under the auspices of the following school values:

- EXCELLENCE
- KINDNESS
- RESPECT

These values were developed in collaboration with the students, staff and community. Opportunities for student voice, understanding of these values and their relevance to all students at Apollo Parkways has provided ownership and commitment to these values. They provide a framework and whole school language for the development of all relationships within the school - students, teachers, parents/carers and the community.

The values are integral to positive behaviours and have formed the basis of the 'Behaviour Matrix' which clearly defines expectations in the classroom, our playgrounds and beyond including online.

Apollo Parkways Primary School's vision is – 'Given that knowledge is growing exponentially, we cannot hope to teach all that is known, or will be known. We must, however, equip our students for the future - one that is yet to be formed'.



3. Wellbeing and engagement strategies

Apollo Parkways 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/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, student management (Compass) and school level assessment data (academic reports)
- teachers at Apollo Parkways Primary School engage in learning to ensure common and shared models of instruction are adhered to throughout the school. It is also to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Apollo Parkways 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 is incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs, such as the Launch Program for our future preps, support students through the different stages of their education
- positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents/carers
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and buddy programs
- all staff, students and families have access to the Principal and/or Assistant Principals 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
- onsite School Chaplain program supports students, staff and the community
- we engage in school wide Restorative Practices with our staff and students, which includes programs such as:
 - i. Respectful Relationships
 - ii. Bully Stoppers



iii. National Day of Action

iv. Be You

- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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

- each year group has a Team Leader who monitors the health and wellbeing of students in their year, and acts 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 – refer to our Aboriginal Learning, Wellbeing and Safety Action Plan
- our English as a second language students are supported through a classroom based EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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 (classroom teacher), having an Individual Education 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.

Individual

Student Support Groups, see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First/ Orange Door, Headspace
- Navigator
- Lookout.



Apollo Parkways 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 students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education 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, Orange Door, Child First, VACCA (Victoria aboriginal child care agency)
 - 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 Plan 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

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

Apollo Parkways 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
- transition records, professional conversations with preschool educators
- 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 others

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/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/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 and 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, Apollo Parkways 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 misbehaviour
- withdrawal of privileges
- referral to the Team Leader
- referral to the Assistant Principal
- restorative practices
- behaviour reviews, development of Behaviour Support Plans
- 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 Apollo Parkways 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

Apollo Parkways Primary School values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents/carers by:

- maintaining an open, respectful line of communication between parents/carers and staff
- regular notifications through the Compass platform
- a welcoming culture in our school where parents/carers have access to teachers
- families engage with our staff in a respectful manner
- inviting all members of our school community to engage in a range of sub-committees
- ensuring that all parents/carers have access to our school policies and procedures, available on our school website
- 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

Apollo Parkways 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
- SOCS

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

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 (found on the school website) are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy



POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	Policy Subcommittee School Council
Approved by	Principal
Next scheduled review date	June 2024