

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact Nambrok Denison Primary School on 51492410

## 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.

Nambrok Denison 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
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## POLICY

### 1. School profile

Nambrok-Denison Primary School is set in a picturesque environment, situated approximately twenty kilometres from Rosedale, Sale, Heyfield and Maffra in an area which is predominately dairy farming. The original Nambrok School was opened in 1909. The school moved to its present site

around 1923. Nambrok, Nambrok-West and later Denison Primary School have reorganised onto the Nambrok site.

Our school has a current enrolment of 90 students. Staff and parents concentrate on fostering a warm, friendly atmosphere in which every child is encouraged to achieve to the best of his/her ability and develop a lifelong love of learning. The school is dedicated to high academic standards and committed to developing broad educational programs of the highest quality, within a caring, yet academically challenging, learning environment.

Through consultation, we established our Values, which are seen as being central to the life of our school community:

At Nambrok we show **Respect** through;

**Belonging**

**Kindness**

**Resilience**, and

**Growth**

Nambrok Denison Primary School embraces the School Wide Positive Behaviour Systems (SWPBS) which aligns with the school values to teach and reinforce expected behaviours. The values matrix is used as a continuous teaching tool, with a regular whole school and individual class focus.

These values are embedded in the language and culture of our school.

The goals of our Strategic Plan (2024-2028) are:

- **To improve student learning outcomes, and;**
- **To improve student well-being and engagement.**

Within our 4 classrooms, we emphasise the development of Literacy and Mathematics along with providing learning experiences in The Arts, Health and Physical Education, the Humanities (History, Geography and Economics), Science and Technology, and Personal and Interpersonal Learning incorporating our Respectful Relationships program.

Nambrok-Denison Primary School has excellent specialist Art, Library, Music, STEM and Physical Education programs. As well, students have the opportunity to participate in a broad range of activities including an extensive camping program, major and local excursions, swimming, Bike Education, an Athletics and other rural cluster schools' days, sports clinics, Gardening Club, Breakfast Club and the Woodturning Group. The school works in the Wellington Network, and with six other rural schools as part of the Sale Rural Cluster to provide some of these additional engaging programs.

We have Educational Support Staff who works with funded, and identified at risk students, and a well-established program for Students with Disabilities. These programs are facilitated by our skilled Education Support (ES) staff. Our School Chaplain is an integral part of our student well-being team and provides great support to all members of our school community.

Our School Wide Positive Behaviour Support framework teaches expected behaviour and

acknowledges and rewards positive behaviour. Our involvement in the BeYou and SWPBS initiative promotes positive mental wellbeing throughout our school community and underpins a welcoming and inclusive environment for all members of our school community. The welfare of each student is of paramount importance.

Students are encouraged to be actively involved in their learning by our dedicated and experienced teaching staff, with the development of leadership skills taking a high priority. All year 5 and 6 students are encouraged to undertake a leadership role within the school. Year 6 students attend a one-day student leadership conference, focusing upon the development of leadership skills and a plan for student-led school improvement, or student engagement. Our Junior School Council provides a voice for students at all levels who are represented by Year 6 Student Captains and Vice-Captains, and student councillors from years 1 to 6.

Through fundraising by the school community, the school continues to ensure students have access to 21st Century technology, infrastructure and resources and general school improvements. The physical needs of students are well catered for with bright classrooms opening into a flexible learning space, 2 large classrooms, a MARC library van, a multi-purpose room for art and music, and spacious playing areas including a basketball court, cricket nets, extensive play equipment and sports oval all set in attractive gardens.

Nambrok-Denison Primary School has a community which is actively involved in the school. Each year the department survey indicates extremely high parent satisfaction with the school. This high parent satisfaction is complemented with high results in our student and staff satisfaction surveys.

## 2. School values, philosophy and vision

Nambrok Denison 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.

At Nambrok Denison Primary School, we aim to foster a whole school culture that is built on inclusivity and a deep sense of belonging. We are committed to employing research-informed best practices to create an environment where every student can't thrive. Our goal is to nurture independent, resilient, kind and respectful individuals who demonstrate continuous social, emotional and academic growth. We believe in the essential contribution of our inclusive community to the holistic development of our students, preparing them to confidently meet the world beyond our boundaries.

We are a committed learning community, within a welcoming, caring and inclusive environment that promotes well-being, resilience and adaptability.

Our work is characterised by collaborative Professional Learning Communities (PLC's) and peer observation, precise use of data, differentiation, clearly stated learning intentions and success indicators, and feedback.

The provision of the highest quality, child-focused learning and teaching, within an economically viable organisation is the prime focus for our school.

At Nambrok we show **Respect** through;

**Belonging**

**Kindness**

**Resilience, and**

**Growth**

### 3. Wellbeing and engagement strategies

*Nambrok Denison 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.*

#### Universal (Tier 1)

Nambrok Denison Primary School endeavours at all times to provide programs, services, information and resources that engage students by:

- a) Engaging students cognitively, behaviourally, socially and emotionally;
- b) Explicitly teaching, modelling and practising our school values;
- c) Providing a safe and supportive environment in which students can learn and grow, and;
- d) Encouraging punctual, regular attendance of all students at school.

#### **Chaplaincy Program:**

Nambrok Denison Primary School is fortunate to have the support of a school chaplain two days each week. The chaplain runs programs for the senior students, works in classrooms with the younger students to build positive relationships and counsels students and parents as requested. The chaplain runs a breakfast club two mornings per week. The chaplain's role relates to well-being and does not involve student behaviour management.

#### **e-Smart**

eSmart Schools is an initiative of The Alannah and Madeline Foundation that supports schools to embrace the benefits of technology and ensure they are doing everything possible to reduce students' exposure to cyber-risks. As a registered eSmart school, we are supported to:

- create our own plans, policies and procedures in relation to cyber-safety;
- access the latest resources, tools and information regarding cyber-safety; and
- record, track and report on their progress in achieving eSmart status.

#### **School Wide Positive Behaviours for Engagement and Learning framework:**

At Nambrok Denison primary School, we have adopted a School Wide approach to establishing and promoting expected, positive behaviours.

**Our Values** underpin the language and culture of our school.

### **School Wide Positive Behaviours:**

Nambrok Denison PS recognises that an environment where individuals can challenge themselves to take-risks with their learning needs to be underpinned by consistent, predictable and safe boundaries and expectations.

To achieve this Nambrok Denison PS actively uses and promotes 'A School Wide Positive Behaviour Support for Engagement and Learning' framework. (SW-PBS-EL) This framework creates a learning environment that supports our values and creates a shared culture of learning.

There are four core elements to the 'SW-PBS-EL' framework:

#### **1. Clear Set of Expectations**

Our Teaching Matrix of Expected Behaviours was developed in consultation with students, parents and staff. It is a common agreement of expected behaviours and language. (See Appendix 1)

#### **2. Teaching Expected Behaviours**

Our Teaching Matrix is used by all staff as a resource to teach and model expected behaviours and common language.

#### **3. Acknowledging Positive Behaviour**

##### **Individual Acknowledgement of Expected Behaviour**

Staff use a variety of strategies to acknowledge when individual students are modelling expected behaviours in classrooms, in the playground and on excursions.

Some examples include: Verbal praise, sharing work with the Principal, assembly awards, positive postcards home (Posi-Posts), stickers, work published in school newsletter, and Moo-tivator tokens that can be saved and traded for special responsibilities, classroom privileges, special lunches etc.

To encourage children who play and interact well in the school yard, children's names are placed in a weekly draw for a good behaviour prize. Problem behaviours will be noted and these names will be deleted from this draw.

##### **Whole School Acknowledgement of Expected Behaviour in the school Yard:**

A positive behaviour from the Matrix is selected as required. When all children in the school yard are demonstrating the expected behaviour, a marble is placed in the 'Marble Tube'. When there are 100 marbles in the marble tube, a whole school celebration is held, such as a Sprinkler Day, lunchtime disco or Wheels Day.

##### **Classroom Acknowledgement of Expected Behaviour**

Each classroom teacher, in conjunction with the students in their class, establishes an agreed process for acknowledging positive behaviours – this occurs both formally and informally. Teachers will inform parents of this process at the beginning of each school year.

Targeted (Tier 2)

- *The wellbeing of all students is monitored by all staff and discussed in weekly staff welfare meetings. Common strategies are developed and used by all staff for particular groups of students, or individual students that need extra support.*
- *Groups of students or individual students needing extra support may be referred to the school chaplain. This may include discussions or specific social skills or wellbeing programs such as 'Seasons for Growth'.*
- *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.*
- *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.*
- *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*

### Individual (Tier 3)

Nambrok Denison Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *Student Support Group Meetings [Student Support Groups](#)*
- *Use of Assistive Technology*
- *Individual Education Plans [Individual Education Plans](#)*
- *Behaviour Support Plans [Behaviour - Students](#)*
- *Intensive individual instruction*
- *Modified timetable*
- *1:1 support for excursions/incursions*
- *Constant and vigilant supervision*
- *Learning activities specifically designed for student*
- *Individual arrangements for assessments*
- *Recess and Lunch supervision and organised supported play*
- *Literacy intervention*
- *1:1 support by teacher or Education Support Staff*
- *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 [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 [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.*

#### 4. Identifying students in need of support

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

#### 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.

### Student behavioural expectations

*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.*

*When a student acts in breach of the behaviour standards of our school community, Nambrok Denison 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 Principal*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.



The Principal of Nambrok Denison 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

Nambrok Denison 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

Nambrok Denison 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

Nambrok Denison Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Consultation	Students via discussions with classroom teachers, term 3 Staff, term 3 School community via survey links
Approved by	Principal
Next scheduled review date	August 2026

# Nambrok Denison Primary School Student Supports

