



## Student Wellbeing and Engagement Policy

### 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.

Newport Gardens 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.

### CONTENTS

- 1. School profile
- 2. School values, philosophy and vision
- 3. Engagement strategies
- 4. Identifying students in need of support
- 5. Student rights and responsibilities
- 6. Student behavioural expectations
- 7. Engaging with families
- 8. Evaluation

### POLICY

#### **1. School profile**

Newport Gardens Primary School is an inner metro government school situated in Newport Melbourne and is part of a community hub. We work in partnership with a care program through Team Kids and the Newport Gardens - Early Learning Centre, who are placed next to our school site. As a school within the South-West Melbourne region within the Hobson's Bay network, we are active participants in the system beyond our school site with a close connections to neighbouring learning communities.

Our school facilities, which were built through a combination of Federal grants through the Building the Education Revolution program, and State Government funding, resulted in a complete rebuild of the school in 2011. Our facilities provide the school with a library, art room, administration block including offices, conference and meeting rooms, gymnasium, stage, kitchen/garden, science lab as well as 14 permanent classrooms and currently we have 10 portable classrooms.

Our School Family Occupation Education Index (0.1751) demonstrates low levels of disadvantage. Of our total school population, 11% of learners are equity funded. We have 37 English as an Additional Language enrolments. These percentages have remained stagnant over the last 5 years.



The Nationally Consistent Collection of Data (NCCD) indicates that 19.5% of our student population have a disability or require a greater level of support in accessing educational outcomes. This percentage has increased considerably since 2022.

## **2. School values, philosophy and vision**

Newport Gardens Primary School's vision - 'Nurturing Our Future' is the underpinning tenacity that enables us to support all students to grow and develop. Our core values: RESPECT – RESPONSIBILITY – EXCELLENCE – INCLUSION form the basis of our positive school environment. Through the application of a School Wide Positive Behaviour (SWPBS) culture we focus on improving student achievement and wellbeing as part of an intentional and caring community.

At Newport Gardens Primary School, students work in learning communities where teams of teachers take collective responsibility towards the overall development of all students

As an SWPBS school we implement a framework that brings together our school community in developing a positive, safe and supportive learning culture. This approach enables us to improve the social, emotional, behavioural and academic outcomes for our students. The School-Wide Positive Behaviour Supports (SWPBS) provides an organizational approach or framework for improving the social behaviour climate of the school and supporting and enhancing the impact of academic instruction on achievement and increasing proactive (positive/preventive) management.

The key attributes of SWPBS include preventive activities, data-based decision making, and a problem-solving orientation. SWPBS is an approach with four core, defining features:

- outcomes: supporting social competence and academic achievement
- systems: supporting staff behaviour
- data: supporting decision-making
- practices: supporting student behaviour

Newport Gardens 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: RESPECT – RESPONSIBILITY – EXCELLENCE – INCLUSION 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.

## **3. Wellbeing and engagement strategies**

Newport Gardens 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 – Tier 1

- establishing a safe, secure and inclusive learning environment
  - modelling, teaching and encouraging our school-wide values, shared expectations and the expected behaviours as defined on our SWPBS Matrix
  - maintaining 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
  - 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
  - delivering a challenging, significant, relevant and engaging curriculum program that is tailored to student interests, strengths and aspirations
  - using the Gradual Release of Responsibility and High Impact Teaching Strategies as an instructional framework to enable an explicit, common and shared model of instruction and ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
  - adopting 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 (VIT)
  - carefully planning transition programs to support students moving into different stages of their schooling including our 'START Up Program' at the beginning of each school year
  - acknowledging positive behaviour through our school values and student achievement in the classroom through verbal encouragement and feedback, displays of student work, Showcase of
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- Learning, active communication to parents (expected behaviour posts) and formally in school assemblies
  - use of Seesaw as a digital portfolio to acknowledge student work and inform parents/carers about student learning in real-time
  - rigorous monitoring of student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
  - empowering students to be involved in school decision-making and leadership activities
  - ensuring that students who have demonstrated unacceptable behaviours towards others repair the relationship, for example by apologising, reflecting and reviewing the behaviour and demonstrating understanding of alternative behaviours
  - connecting to external student support services, as appropriate
  - providing opportunities for student inclusion (i.e. sport teams, recess and lunchtime club experiences)
  - students have the opportunity to contribute to and provide feedback on decisions about school operations through the JSC and other forums. Students are also encouraged to speak with their teachers, Year Level teaching staff, Wellbeing Team, Assistant Principal and Principal whenever they have any questions or concerns.
  - create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
  - All students are welcome to self-refer to the Wellbeing Team, First Aid Officer, PLC Leaders, 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
  - programs, incursions and excursions developed to address issue specific behaviour (i.e. Bully-stoppers)
  - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
  - buddy programs and student leadership roles.
  - Behaviour Surveys completed twice termly for each classroom teacher to report the expected and unexpected behaviour they are managing with their students
  - Social and Emotional Learning (SEL) program taught from Year Prep to 6, aligned to Victorian Curriculum and responsive to cohort or grade needs.
  - The 'Berry Street Education Model' (BSEM) to equip practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.



## **Targeted – Tier 2**

- ensuring that each year group has a Team Leader, a senior teacher responsible for their year, who assists in monitoring the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support alongside the classroom teacher
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing Team consisting of principal class leaders and our Mental Health in Primary Schools Learning Specialist who support learners and respond to needs identified by in data, anecdotal information, allied health reports, transition needs or classroom teachers
- staff will apply a trauma-informed approach to working with students who have experienced trauma with the support of senior leadership and our Wellbeing Team
- targeted intervention programs are available for students on a needs-basis (Social Thinking Groups, Drumbeat, tutoring and small group instruction)
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+
- *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*
- The Berry Street Education Model (BSEM) to equip practical, classroom-based strategies to increase the engagement of all students in a small group setting for those with complex, unmet learning needs.

## **Individual - Tier 3**

- Individual Education Plans and Behaviour Support Plans
- Safety Plans and Transition Plans
- Student Support Groups (SSG) meetings in the 6<sup>th</sup> week of each term to address the goal achievement and 'next steps' for a child with additional needs both socially and academically.
- Disability Inclusion - funded student support
- referral to Wellbeing Coordinator, Student Support Services and senior leadership
- referral to Orange Door, Headspace, Parent line, DFFH etc.
- The Berry Street Education Model (BSEM) to equip practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.



Newport Gardens 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 Orange Door
  - Re-engagement programs such as Navigator

Where necessary we 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
- running regular Student Support Group meetings for all students:
  - with a disability or a child who requires extensive or substantial adjustments in the classroom
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.
  - Koori students

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

Newport Gardens 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. Newport Gardens 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 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 adult

## **6. Student behavioural expectations**

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

When a student acts in breach of the behaviour standards of our school community, the "Learning Support and Behaviour Response" expectations will be used to consider next steps. This enables teachers to have a clear and consistent approach to managing behaviour across the school, as well as giving ownership to the students through their contributions. Staff will discuss the type of behaviour with students while also considering appropriate consequences.

Newport Gardens Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour Management policy. Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff.

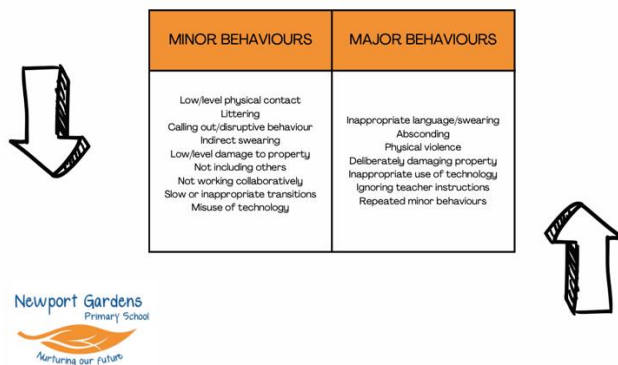
Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Consequences at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

This may include: (Learning Support and Behaviour Response- see visual)

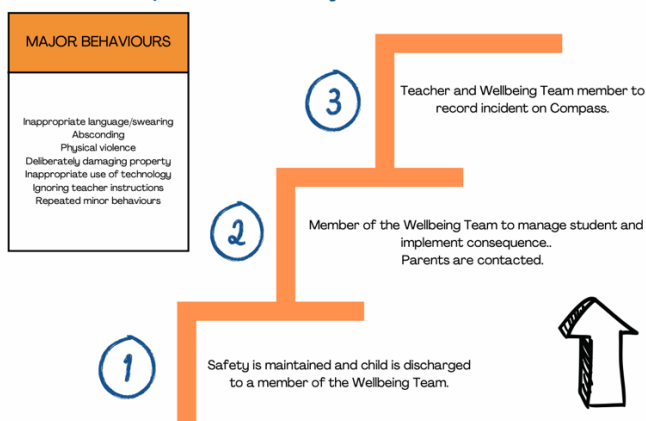
- reminding a student about the expected behaviour
- meeting with a child 1 on 1 to reiterate behaviour expectations
- controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Wellbeing Team
- restorative practices
- loss of privilege
- behaviour reviews
- suspension
- expulsion



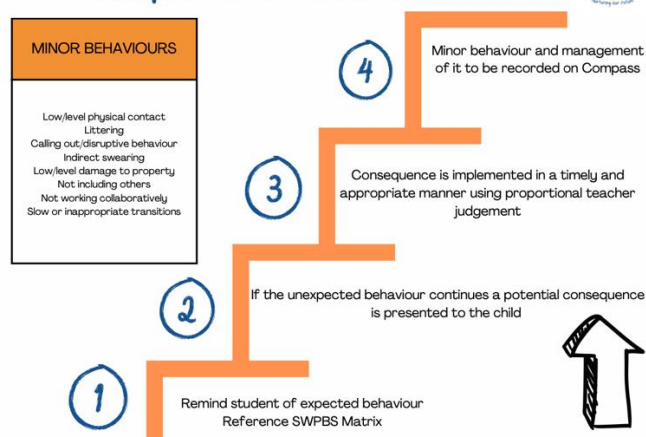
## Learning & Behaviour Support



### Response to Major Behaviour



### Response to Minor Behaviour



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 Newport Gardens 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

Newport Gardens 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, particularly in regard to our SWPBS implementation
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

## **8. Evaluation**

Newport Gardens Primary School will collect data 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 include:

- student survey data
- Behaviour Pulse-check data
- Compass data (major v minor behaviours)
- school reports
- parent survey
- school staff survey
- community surveys in review of SWPBS documentation
- case management
- twice termly behaviour survey
- CASES
- SOCS

## **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](#)





## POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Consultation	School Council/Staff/Parents/Carers
Approved by	Principal - Blayne Wallis
Next scheduled review date	October 2026



## Respect

*We show empathy and kindness to all members of our community.*



I communicate respectfully.



I share with others.

I show kindness and respect the rights of others.

## Responsibility

*We care for ourselves, our environment and show independence.*



I think about the safety of others.



I ask for help when I need it.

## Excellence

*We have high expectations for learning and strive to grow as we persevere.*



I contribute thoughtfully to class discussions.



I celebrate and recognise my peers' successes.

I take risks when learning new things.

## Inclusion

*We believe all are equal and communication and teamwork is our strength.*



I help others when they need it.



I help others to feel safe.

I speak up when someone isn't being treated fairly.

## Places



I use resources, devices and spaces appropriately.



I put rubbish in the bin or in recycling.



I move safely around the school.



I keep my learning space organised.



I represent our school with pride.



I care for our school environment.



I acknowledge the Traditional Land we are on.



I work collaboratively in all learning spaces.

## Me



I show whole body listening.



I am honest and polite.

I am resilient and I can seek support if I need it.



I complete tasks within the expected time frame.

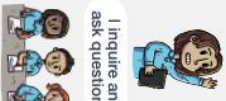


I reflect on my personal learning goals.



I take risks and persevere in my learning.

I have a growth mindset.



I inquire and ask questions.

I have high expectations for my learning.



I respect the rights of others.



I share my voice and opinions.

I am aware that everyone learns differently.