



# Black Hill Primary School Student Wellbeing and Engagement Policy

Child Safe standards 1 and 5

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## Help for non-English speakers:

If you need help to understand the information in this policy, please contact the school on  
03 53324544

## 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.

Black Hill 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

Black Hill Primary School is located in Chisholm Street, approximately three kilometres from the city centre of Ballarat.

Black Hill Primary School's vision is to provide a dynamic learning environment where all learners can gain the knowledge, skills and values necessary to achieve their personal best in an increasingly complex world. Black Hill Primary School's values are Respect, Responsibility, Teamwork, Aspiration and Integrity.

This Statement of Values sets out our behavioural expectations of all members of the school community. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities where everyone feels connected.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

In 2023 the school's enrolment was 430 students, comprising three prep classes, five year one/ two classes, five year three / four classes, five year five / six classes. The school's SFOE was low – medium (.30) with a diverse population of students with a mixed level of socio -educational disadvantage. In 2023 the staffing profile was made up of one principal, one assistant principal, two learning specialists (2.0 EFT), one wellbeing Leader/Peaceful Kids facilitator, 25 teachers (24.9 EFT), 10 education support staff (6.63 EFT), 5 Teaching support staff, (4.5 EFT) including a business manager, two administration staff and a maintenance person,

The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

### 2. School values, philosophy and vision

Black Hill Primary School offers learning and teaching programs that values every student as an individual. We are committed to the safety and wellbeing of all children. We provide personalised educational outcomes for all students, delivered through a differentiated curriculum focusing on each student's 'point of need'. We strive for a rigorous and thorough assessment regime that caters for the learning needs of all students. Black Hill Primary School aims to prepare students for the global world in which they live; enhancing their learning and delivering a well-rounded education focusing on personal growth and wellbeing in a vibrant, safe and caring environment.

Black Hill Primary Schools objective is to ensure all students leave our school with a practical understanding of the curriculum that delivers their critical thinking skills and supports their perspectives as global citizens.

Black Hill Primary School's values are ***Respect, Responsibility, Teamwork, Aspiration and Integrity.***

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses

the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

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

Black Hill 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.

Engagement strategies to promote positive behaviour and inclusion include:

- high and consistent expectations of all staff, students and parents and carers
- prioritising the development of 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
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Black Hill Primary School utilise an 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
- teachers 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
- deliver a guaranteed and viable curriculum to ensure that students are taught to their point of need
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents

- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through Kid's Voice, Learning Advisors and other forums
- Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- develop Individual Learning Plans for all Koorie, Out of Home Care and Students on the Program for Disabilities which link them to external services such as Koorie Engagement support officer and Lookout Centre
- cohorts of students are linked to the Peaceful Kids Program and Seasons for Growth sessions facilitated by the Wellbeing coordinator.
- 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 Student Wellbeing Coordinator, , 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
  - Real Schools
  - Peaceful Kids
  - Values system
  - Social Skills Program

### Targeted

- each year group has a Professional Learning Team leader responsible for their year level, who monitor the health and wellbeing of students in their years, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ 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, 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](#), through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans through the development of Disability Inclusion Profiles.
- 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

Black Hill Primary School implements a range of strategies that support and promote individual engagement. These 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/Health/Safety 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 through Student Online Case System
  - 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 and Berry Street
  - Early transition sessions with The Taster Program for years 5 and 6 students

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 - LOOKOUT
  - with other complex needs that require ongoing support and monitoring.

Black Hill 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. Example 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 to develop individual Student Snapshots
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance and suspension data from Compass
- engagement with families
- student referrals

#### **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. [If your school has a stand-alone bullying prevention 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, our 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 which is outlined in the school's Student Engagement Plan using restorative conversations.

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 Leadership Team
- restorative practices
- timeout
- SSG 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 Black Hill 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**

Our 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**

Black Hill 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

The 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 transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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
- Providing counselling and support utilising Student Services within DET.
- Monitoring recovery and evaluate plans.

### **EVALUATION**

The Student Wellbeing and engagement Policy will be reviewed and modified on an ongoing basis. The staff and the parent community (School Council) will be asked to comment on the effectiveness of the policy implementation and this feedback will be utilised to modify the process. Procedures to assist with the evaluation are:

- Staff opinion survey
- Parent opinion survey
- Student Attitudes to School survey.

This policy will be reviewed every 3 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

<b>Created date</b>	<b>August 2015</b>
<b>Consultation</b>	Staff, Parents, Black Hill Primary School Council Sub-Committee

<b>Endorsed by</b>	Black Hill Primary School Council and school principal
<b>Endorsed on</b>	August 2022, amended November 2023
<b>Next review date</b>	August 2025