



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.

Orchard Grove 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. Wellbeing and Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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POLICY

1. School Profile

Orchard Grove Primary School is situated at 101 Orchard Grove, Blackburn South in the City of Whitehorse, an eastern suburb of Melbourne, Victoria, Australia. The school is in a residential area and opens onto native parklands and Wurundjeri Walk.

The school opened on its present site in 1991 and was the result of the amalgamation of Blackburn South, Killoura, Mirrabooka and Warrawong Primary schools.

Historically, our School Houses have reflected part of the history of Orchard Grove Primary School and most of the names of our houses have an Aboriginal meaning.

Mirrabooka means 'Southern Cross', Warrawong means 'side of hill', and Wurundjeri refers to the parkland adjacent to the school and the name of the Aboriginal people who lived in this area. To honour and acknowledge the Aboriginal heritage of our area we were keen for all of our house names to have an Aboriginal meaning. So, in mid 2016 we changed the spelling of Killoura to Killara which means 'always there'.

Our core values underpin the expected behaviours and attitudes of the students, staff and school community. Orchard Grove places a strong emphasis on developing lifelong strategies for sustainability that are reflected in our working garden and environmental projects. Since 2011, the school refurbished its small gymnasium into a Performing Arts Centre including a large foyer, doubling as a flexible learning and teaching space and completed an upgrade to our large gymnasium, incorporating a full sized basketball court, children's kitchen, large meeting room and three office spaces for support staff. These flexible learning spaces were designed to enhance the strong physical education and performing arts programs that are highly valued within our school community. It has also allowed for local community groups to use these spaces out of school hours, which has further enhanced our strong school/community links and has also given us much needed finance to assist us with providing programs and resources for the school.

Orchard Grove is consistently above the median for all Victorian state schools according to Victorian and Australian Curriculum and NAPLAN data. Compared to other schools, Orchard Grove has performed as predicted when taking into account the background of our students. We will continue to focus on developing the capacity of our staff with weekly Professional Development, mentoring and ongoing provision for feedback.

Student attendance at Orchard Grove is well above the state mean. This reflects a highly supportive parent body. Our excellent attendance rates provide a platform from which to build greater levels of engagement for all students, although punctuality needs to remain a priority.

Orchard Grove continues to provide a comprehensive approach to transition at all levels for our students. Foundation transition consists of a series of 4 orientation sessions, in the year prior to commencing school. Years 1 to 5 take part in 3 transition sessions in the year prior. The orientation for students transitioning to secondary school has been effective and will remain as part of our school program.

Our school takes pride in its strong community atmosphere, which fosters partnerships between students, staff, parents and the local community. Parental involvement covers a wide range of activities including shared reading, fundraising, multicultural days, excursion support, camp support and sporting activities. Programs are formally supported by the school council and the Parents and Friends Association. Kelly Club operates before and after school care programs and a holiday program.

Literacy and Numeracy are given priority through daily timetabled blocks. Lessons are differentiated based on student needs to improve student engagement and to ensure student growth.

Assistance is provided for students funded under the *Disability Inclusion program* through the appointment of Education Support Staff.

Formal student reports, portfolios (Learning Tasks) and Parent/Teacher Interviews provide information to parents on student achievement and progress. To know our students, teachers meet regularly in Professional Learning Communities (PLCs) to develop learning plans. The Annual Report to the School Council details the advances and accomplishments of the school. The fortnightly newsletter, COMPASS and the school's website provides parents and the community with information and is used to inform and encourage participation in school events. The school also uses a phone app to communicate with parents and this is used by the majority.

We believe that every child has the right and capacity to learn and succeed. We have high expectations of all learners and ensure that teachers maximise learning opportunities to ensure success.

With the implementation of the 2021-2025 Strategic Plan and the continuation of weekly professional learning, which focus on teaching & learning and student wellbeing; building teacher capacity and accountability (in terms of assessment, data collection and behaviour management), support and feedback on planning and in class observations, we can ensure that all staff have a shared vision and contextualise their teaching practices leading to improved performance outcomes for all students.

2. School Values, Philosophy and Vision

Orchard Grove Primary School is committed to providing a safe, nurturing environment that engages curiosity, promotes learning, personal growth and wellbeing for all students. We strive to develop adaptability and resilience so students can become valued members of the local and global communities and be prepared for future life experiences.

Please see our [Statement of Values and School Philosophy Policy](#) for more information.

Vision

We believe that every child can learn and every child has the right to learn at their point of need and beyond.

Through high quality teaching practices, every student develops the mindset, knowledge, skills and dispositions to be confident, life long learners.

Our staff are part of a passionate culture of educators who do their work with excellence and operate harmoniously.

Through active partnerships with our community, students grow to understand the broader global community and become dynamic citizens within it.

School Values:

The core values of respect, valuing diversity, integrity, working together and fostering growth are reflected in the beliefs we hold about how best we can support the learning process. These values determine the framework of how our school operates and how we relate to each other.

RESPECT – treating people with dignity and property with care

We:

- treat others the way we like to be treated;
- believe that everyone has the right to their own opinion and should be able to say what they think without being put-down;
- think before we speak eg. Will my comment hurt someone’s feelings?
- look after our own and the school’s property;
- make sure to apologise if we do/say something wrong;/hurtful.

VALUING DIVERSITY – accepting and celebrating difference

We:

- like people to be different because it makes the school interesting;
- accept and value everyone regardless of colour, culture, race, religion, gender, disabilities, skill level or religion;
- take an interest in the different cultures and customs of our school mates
- accept that people have different likes and dislikes;
- are all good at doing different things. Everyone is good at something.

INTEGRITY – displaying honesty and trust with ourselves and others

We:

- always tell the truth;
- keep our promises and other’s secrets;
- return lost property to the rightful owner;
- don’t tell others how to behave and then do the opposite ourselves;
- take responsibility for our actions.

WORKING TOGETHER – shared effort and responsibilities when working towards common goals

We:

- listen to one another and share our ideas;
- work as a team, letting people do jobs that match their talents;
- make a big job small by working cooperatively;
- take turns;
- realise that everyone is a valued member of our classroom;
- encourage our team mates;
- help others to learn new things.

FOSTERING GROWTH – promoting academic, social, emotional and physical development

We:

- have-a-go at new things;
- try hard to do our best at all times;
- let people know that we are proud of their achievements;
- try to stay fit and healthy;
- act as good role models for other students;

- learn from our mistakes.

These values must be reinforced in our school codes of practice for all members of our community. They must be reflected in the way in which the school operates, in our team planning and teaching protocols, in our school policies and guidelines, and underpin our school welfare and student management practices. In particular, it is expected that these values will be reflected in all school classrooms at all times and will support the positive relationships between all members of the Orchard Grove Primary School community.

3. Wellbeing and Engagement Strategies

Orchard Grove Primary School strives to provide an effective and engaging learning community, which promotes individual excellence and develops social competencies. We aim to foster life-long learning through child centred, meaningful and challenging activities, within a safe, caring supportive learning environment, which prepares students to become part of a global technological world.

Orchard Grove Primary School follows the school wide positive behaviour framework (SWPBS) which ensures consistency of behaviour expectations and behaviour management across the school.

Our school objectives are focused on **learning, wellbeing, inclusion** and **building community**.

We take pride in our strong community atmosphere, which fosters partnerships between students, staff, parents and the local community. Parental involvement covers a wide range of activities including shared reading, fundraising, multicultural days, excursion and camp programs and sporting activities. Programs are formally supported by the school council and the Parents and Friends Association.

Orchard Grove Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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 Strategies:

- Orchard Grove Primary School will deliver a broad curriculum including specialist subjects of Performing Arts, STEM, LOTE (Spanish), Library, Visual Arts and Physical Education.
- Our teachers adopt a 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 Foundation students are supported by the Year 6 Buddies program
- All students are involved in a school wide buddy program.
- We carefully plan transition programs, throughout the school, to support students moving into different stages of their schooling
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including inquiry-based focus groups, student leadership and feedback surveys.
- Students are encouraged to speak with staff, having more than three trusted adults that they can go to for support including:
 - their classroom teacher
 - their Specialist Subject teachers

- Education Support Staff
- Year Level Coordinators, Learning Specialists, Assistant Principals and the Principal
- Students have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
- Students have places to go that support inclusion: designated calm areas such as the library and the Wellbeing Room.
- We regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies.
- School wide programs/frameworks operating at Orchard Grove Primary School are:
 - School Wide Positive Behaviour Support (SWPBS) Expected Behaviour Matrix
 - School Wide Reward System (apple tokens)
 - Respectful Relationships
 - Restorative Practices
 - Individual Education Plans
 - Peer Mediation
 - School Wide Student Voice (class representative)
 - House Spirit activities

Targeted Strategies:

- A member of the leadership team (Student Wellbeing) and team with the responsibility of supporting all students identified as Koorie, Out of Home Care and PSD;
- The Student Wellbeing Officer will undertake health promotion and social skills development in response to needs identified by classroom teachers or other school staff each year;
- Staff will apply a trauma-informed approach to working with students who have experienced trauma;
- Each year level has a Coordinator who is responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support;
- Koorie students are supported by an appointed Marrung leader 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;
- *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](#);*
- 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 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;
- 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 Strategies:

Orchard Grove 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 the student and their parent/carer to talk about how best to help the student engage with school;
- Seek extra resources Disability Inclusion for eligible students
- 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;
- Considering if any environmental changes need to be made, for example changing the classroom set up;
- Develop a Behaviour Support Plan and/or Individual Education Plan (IEP);
- Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services.
- 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

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

Orchard Grove Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing leaders plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Orchard Grove 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;
- academic performance, particularly literacy and numeracy assessments;
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;
- attendance records;
- 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, discrimination or intimidation;
- express their ideas, feelings and concerns in an appropriate manner;
- be respected and treated with fairness and kindness;
- expect their property to be safe;
- to be given assistance from others when help is required;
- be an independent individual.

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.

6. Student Behavioural Expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values, School Philosophy and our School Wide Positive Behaviour Support Expected Behaviours Matrix. Student bullying behaviour will be responded to consistently in accordance to the Orchard Grove Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Orchard Grove Primary School will institute a staged response, consistent with the School Wide Positive Behaviour Support decision making flowchart and the Department's Student Engagement and

Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary 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. 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 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 Orchard Grove Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with Families

Orchard Grove 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;
- 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, students and the school.
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Orchard Grove Primary School will collect data regarding 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;
- attendance data;
- incidents data;
- school reports each semester;
- student Portfolios;
- parent Survey;
- attitudes to School Survey;
- case Management;
- CASES21;
- Student Online Case System (SOCS).

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following Department policies and guidelines:

DET Policy and Advisory Library:

[Student Support Group](#)

[Student Engagement](#)

[Students with Disability](#)

[Supporting Students in Out of Home Care](#)

[Intervention and Support](#)

[Process Flowchart - Suspension](#)

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

[Bullying Prevention](#)

[Child Safe Policy](#)

[Statement of Values and School Philosophy](#)

Review Cycle And Evaluation

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| Policy last reviewed | June, 2025 |
| Approved by | Principal |
| Next scheduled review date | June, 2027 |