



# Ainslie Parklands Primary School

Respect - Responsibility - Resilience

## STUDENT WELLBEING & ENGAGEMENT POLICY

**Latest DET Update:** 26 April 2022

**First Developed in This Format:** January 2018

**Updated:** July 2018, August 2020, March 2022 and June 2022



### Help for non-English speakers

If you need help to understand the information in this policy please contact the School Office on 9870 1566 and an interpreter can be arranged.

### 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.

Ainslie Parklands Primary School (APPS) 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

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## POLICY

### 1. School profile

Ainslie Parklands Primary School is located Croydon in the outer eastern suburbs of Melbourne.

Children come to the school from a number of kindergartens and child-care centres, however the majority come from Maroondah Pre-school while over 90% of Year 6 students transition to Government secondary schools. Student numbers have fluctuated over the past few years and it is anticipated that the enrolment will stabilise at 150.

We have a sustainable, well-planned and extensive playground area, a Frog Bog and water tanks for the toilets, and an orchard and vegetable garden which is maintained and utilized by our community. Our grounds support our hands-on learning program and cater for all students.

Our school is culturally diverse, with 15% of families having a language background other than English, with a range of different languages represented, and the largest groups being from Myanmar (e.g. Karen and the Chin languages). We are proud of our diversity and inclusive school community.

Information and Communication Technology is integrated into regular classroom programs with Large Screen Televisions, banks of computers, notebooks and iPads. Classes are arranged in studios where there is an average of 22 students per teacher. Students on the Program for Students with Disabilities (PSD) receive extra funded support; these students have Individual Education Plans, reviewed each term. Staff are well supported by School Council.

Teachers differentiate the curriculum to cater for all needs. Specialist teachers are employed to provide Performing Arts, Visual Arts and Auslan. Extra curricula activities include swimming programs, incursions and excursions to support different areas of interest in the curriculum. Individual music tuition is provided on a user pays basis.

The school is supported by a DET Student Support Services. We connect with outsourced psychologists, occupational therapists, counsellors and speech pathologists to support programs for individual students.

### 2. School values, philosophy and vision

#### School Vision

At Ainslie Parklands Primary School. we empower students to be confident, creative and curious thinkers in an inclusive and engaging learning community.

We develop the whole child through our commitment to academic excellence, valuing life-long learning and embracing the outdoor classroom.

#### School Values

The following core values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to one another in order to become effective citizens.

- Respect
- Responsibility
- Resilience

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- We are focused on providing a safe and challenging environment that engages and stimulates students to become life-long learners with the academic, social and personal skills required to be productive members of a dynamic and global society.
- We believe in the importance of celebrating our student's achievements and in acknowledging and enjoying creativity and problem solving.
- We recognise that all learners have skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum.
- Every learner is entitled to experience a variety of teaching and learning styles and the appropriate level of individual support which will enable them to achieve their full potential.

The school shares the universal values that:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

*Everyone deserves to be treated with respect and dignity.*

### 3. Wellbeing and Engagement strategies

The 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

- 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
- creating a culture that is inclusive, engaging and supportive
- 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
- using the APPS Instructional Model to ensure an explicit, common and shared model of instruction ensuring 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
- incorporating our values into our curriculum and promoted to students, staff and parent/carers 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

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- 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 the Student Voice Team and other forums including studio meetings. Students are also encouraged to speak with their teachers, Studio Team Leader and Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school concerts, athletics, music programs and peer support programs
- encouraging students to self-refer to the Student Wellbeing Leader, School Leadership Team members, 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships and Bullying prevention programs.
- programs, incursions and excursions developed to address issue specific behaviour (i.e., anger management programs)
- opportunities for student inclusion (i.e. sports teams, lunchtime activities)
- buddy programs and peer support programs

## Targeted

- each homegroup has a teacher contact and studio groups have a Team Leader (a senior teacher responsible for their studio), who monitor the health and wellbeing of students in their homegroup and studio, 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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](#)
- 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
- 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

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- 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

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

The 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 ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers (KESOs)
- 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

The 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. We 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

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- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance data
- suspension data (if applicable)
- 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.

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 (which can be found on our school website.)

## 6. Student behavioural expectations

Behavioural expectations of students are grounded in our school's *Statement of Values and School Philosophy*. Violence, bullying and other offensive and harmful behaviours, such as racism, harassment and discrimination, will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with the school's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers 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

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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
- restorative practices
- behaviour reviews
- 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 APPS 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

We value the input of parents/carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents/carers in our school community.

We work hard to create successful partnerships with parents 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
- including families in Student Support Groups, and developing individual plans for students

## 8. Evaluation

APPS 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

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- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

APPS 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

- Available publicly on our school's website
- Included in staff induction processes
- 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 Wellbeing and Engagement 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](#)

Persons reading this Student Wellbeing & Engagement Policy should also refer to *the school's policies*:

- *Statement of Values & School Philosophy*
- *Attendance Policy*
- *Bullying Prevention & Response Policy*
- *Duty of Care Policy*
- *Diversity & Inclusion Policy*
- *Digital Technologies in School Policy*
- *Personal Mobile Devices Policy*
- *Child Safe Standards (Child Safety) Policy and Child Safety: Code of Conduct*
- *Child Safety –Reporting and Other Legal Obligations Policy*

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## POLICY REVIEW AND APPROVAL

<b>Policy last reviewed</b>	March 2022 and updated June 2022 in line with new Child Safe Standards
<b>Consultation</b>	Consultation occurred at various times in its development, and was reviewed by School Council in March 2022 and updates shared in June 2022
<b>Approved by</b>	Principal - Jane Capon
<b>Next scheduled review date</b>	June 2024
<b>Note</b>	Policy mandatory for VRQA purposes
<b>Child Safe Standards</b>	Standards 1, 3 and 5

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