



Bundoora Primary School

Student Wellbeing and Engagement

Date: January 2025



Help for non-English speakers.

If you need help to understand this policy, please contact the school office on 9467 2601

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.

Bundoora 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
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Bundoora Primary School is situated in the residential suburb of Bundoora, in the north-east of Melbourne. Our school is surrounded by Gresswell Forest, established areas, the adjacent Bundoora Secondary College campus, Strathallan Golf Course, and the new Gresswell Grange Estate. We are close to La Trobe University, RMIT Bundoora and the Metropolitan Ring Road.

The school's enrolment currently stands at 300, with students from a variety of backgrounds, demonstrating the multi-cultural aspect of our school. Our Specialist Programs consist of Visual Arts, Performing Arts, LOTE, Physical Education, and a dedicated STEM/Science Program.

Our school is dedicated to the evidence-based Science of Reading pedagogy, and we explicitly teach the elements of phonemic awareness, phonics, vocabulary, fluency, comprehension and handwriting. Our school instructional model is focused on explicit teaching in all subject areas.

At Bundoora Primary, each child's individuality is recognised and celebrated. We seek to nurture happy and balanced children. Our school boasts a caring, community environment where all families can feel that they are a part of something special.

Our school provides an array of extra curricula activities, including a well-developed Student Leadership Program, Breakfast Club, Lunchtime Clubs, individual music lessons, chess lessons, coding club, a variety of sports activities and links with sporting organisations.

In 2025, our school will begin implementing School Wide Positive Behaviours (SWPBS)

2. School values, philosophy and vision

Bundoora 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.

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.

Our Statement of Values is available on our school website <http://www.bundooraps.vic.edu.au/>

3. Wellbeing and engagement strategies

Bundoora 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

Whole School Strategies

- high and consistent expectations of all staff, students and parents and carers
- prioritise 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
- teachers at Bundoora Primary School use Victorian Curriculum 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 at Bundoora Primary School adopt a broad range of teaching and assessment approaches, underpinned by explicit teaching, 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 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 can contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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 can engage with the Primary Wellbeing Coordinator, provisional psychologist, classroom teachers, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. Parental consent is required. 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
 - Bound Back
 - Smiling Minds
- programs, incursions, and excursions developed to address issue specific behaviour (i.e., anger management programs)
- opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)
- buddy programs, peers support programs

Targeted

All teaching and non-teaching staff each are responsible for our students. They will act as a point of contact for students who may need additional support

- connect all Koorie students with a Koorie Engagement Support Officer KESO, who will support the students as required and attend SSG meetings as required.
- all Koorie students, students on the PSDMS program and students in Out of Home Care will have an Individual Education Plan. Families of these students will plan and implement a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment as required.
- The PWO and the Wellbeing Team will undertake health promotion, emotional health, 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

Individual

- This section includes student specific strategies and links that may be considered and applied on a case-by-case basis.
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- Bundoora 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 Education Plan, 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 Child First
 - 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
 - running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - who identifies as ATSI (Aboriginal and Torres Strait Islander)
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Bundoora Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team and the leadership group plays a significant role in developing and implementing strategies to help identify students in

need of support and enhance student wellbeing. Bundoora 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
- engagement with families
- parent or teacher referrals/concerns.

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.
 - Parents and students who may have a complaint or concern about something that has happened at school are encouraged to speak to the student's classroom teacher or school leadership team.

6. Student behavioural expectations and management

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

When a student acts in breach of the behaviour standards of our school community, Bundoora 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 leadership team.
- restorative practices
- 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 Bundoora 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.

Engaging with families

Bundoora 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 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.

6. Evaluation

Bundoora Primary School's Wellbeing Team 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
- 7. parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Bundoora Primary School's leadership team 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

[Under the VRQA's Guidelines to the Minimum Standards for School Registration, schools are required to have *evidence* of how they communicate this policy to staff, students, parents, guardians and the school community. One way of producing this evidence is to include this Communication section in the policy. An alternative or additional method is to list all your school's policies in a spreadsheet and outline the communication method your school uses next to each policy. You can adapt our consolidated spreadsheet of all policies for this purpose – refer to [Communicating our Policies](#).

This policy will be communicated to our school community in the following ways [please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:

- Available publicly on our school's website
- Posted as a Compass newsfeed at the start of each school year.
- Included in staff induction processes
- 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 on our school website:

- 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	January 2025
Consultation	School Council and teaching staff
Approved by	Principal
Next scheduled review date	January 2027