



Herne Hill Primary School

Policy Title: STUDENT WELLBEING & ENGAGEMENT POLICY

Date Approved:

April 2024

Review Date:

April 2026

Approved by

- School Council
- Principal



Help for non-English speakers

**If you need help to understand the information in this policy, please contact
0352784117**

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

Herne 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 when they are happy, healthy and feel safe. We understand 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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SCHOOL PROFILE

Established in 1954 Herne Hill Primary School is located in Hamlyn Heights and had an enrolment of 264 students at the 2024 census. The core purpose of our school is to provide a comprehensive education for all students through effective communication, strong collaboration and the application of a range of high impact teaching strategies within a safe and inclusive learning environment that enables students to reach their academic, social, emotional and physical potential. Student voice, agency and leadership continues to be a focus for Herne Hill Primary School.

Staffing consists of the Principal, Assistant Principal, 0.6 Mental Health in Primary School teacher, 15.4 teaching staff and 5.1 education support staff. Weekly specialist classes are offered in Performing Arts/Italian, Visual Arts, Digital Technologies and Physical Education. We also operate Literacy intervention through the tutor learning initiative.

The school has a number of students on the Program for Students with Disability (PSD) and currently transferring to the Disability Inclusion funding model. These students are supported by individual adjustments including targeted intervention with teachers and education support staff and have individualised support plans.

Features of the school include outdoor hard courts, a recently upgraded synthetic turf oval and running track, shade structures and a multi-purpose hall where the whole school can come together.

We are one of a select few primary schools in the state to offer a Kindergarten on site. This is valuable for a positive transition into our Herne Hill Primary School community for students and their families.

The school continues to enhance student learning through the Grade 3-6 iPad program with a focus on improving teacher efficacy in educational applications. The following activities all enhance the learning opportunities of our students: sports days, excursions, incursions, swimming program, daily fitness, interschool sport, Music Bus, workshops at GAC and choir performances.

SCHOOL VALUES PHILOSOPHY AND VISION

VISION

Herne Hill Primary School's vision is to foster and encourage an inclusive community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.

MISSION

Herne Hill Primary School will ensure that students receive a high quality education to develop both the skills and the competencies essential for success. We will take effective steps to support students' wellbeing, social and emotional learning and physical needs. We seek to foster a sense of community and belonging for all and to create an environment that achieves equity for all students and ensures that each student is a successful learner, fully respected, and learns to respect others.

OBJECTIVE

Herne Hill Primary School's objective is to:

- provide an educational program that stimulates curiosity and creativity
- develop responsible and engaged life-long learners
- encourage a strong, supportive partnership between home, the school and the community
- foster inclusion, respect and acceptance of others
- develop an awareness of emotional literacy and wellbeing strategies
- provide a curriculum that is rich and relevant and allows all students to succeed

VALUES

Herne Hill Primary School 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.

The key values are seen as being integral to all that we do at Herne Hill Primary School. They are:

Respect: Showing kindness, safety and compassion to others.

Integrity: Having courage to be honest and responsible when making decisions.

Strive: Doing your best and feeling proud of your achievements.

Equity: Being inclusive, fair and supporting difference.

The school operates under two keys RIGHTS and two key RESPONSIBILITIES.

These include:

- The right to learn
- The right to be and feel safe
- Personal Responsibility (I do the right thing)
- Communal Responsibility (I encourage others to do the right thing).

WELLBEING AND ENGAGEMENT STRATEGIES

Herne Hill Primary School implements a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our learning community. We acknowledge that some students may need additional social, emotional or educational support at school, and that the needs of students may change over time as they develop and learn.

Universal

- high and consistent expectations of all staff, students, 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- creating a culture that is inclusive, engaging and supportive through the Resilience Rights and Respectful Relationships program (RRRR), 'Be You, Statement of Values and school philosophy, Student Code of Conduct, with high and consistent expectations of all staff, students and parents/carers
- building and sustaining positive relationships between staff and students through the school values, Code of Conduct, RRRR, and developing class expectations and agreements
- encouraging a partnership with the school and parents/carers through open communication, School Council, Parents and Friends Association (PFA), parent forums and community engagement opportunities
- analysing and being responsive to a range of school data such as Attitudes to School Survey and Parent Survey Data
- Teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students set by the Victorian Institute of Teaching (VIT)
- conducting an intensive transition program implemented to support students moving into different stages of their schooling and to support new students to the school
- celebrating and acknowledging student achievement and positive behaviour in the classroom, formally at school assemblies and via the school newsletter with (Herne Hill) student RISE Award certificates
- monitoring student attendance, with the emphasis of attendance is communicated to the community on a regular basis via the newsletter
- facilitating student voice where students have the opportunity to contribute to and provide feedback on decisions about school operations through student focus groups
- opportunities for multi-age connections amongst students through the Buddies Program, school concert, art show, school events and celebrations and cultural recognition days
- encouraging a support circle where students are able to approach the Mental Health In Primary Schools, Student Wellbeing Support Staff, Year level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support
- opportunities for student inclusion through lunchtime activities, clubs and engaged play.
- opportunities for student leadership roles across year's 1-6 as 'Junior School Council' (JSC), with 1 representative from each class, each semester across the school. JSC are involved in decision-making, coordinating Student Wellbeing initiatives such as the Friendship Bench. JSC regularly meet as a group focusing on various school processes including Sustainability, and Fundraising

- opportunities for student leadership in year 5 and 6. These leadership roles include: school captain, house leaders, sustainability leaders, digital technologies and diversity leaders, as a forum for student voice.
- providing a wide variety of engaging curriculum, extracurricular activities, and learning opportunities that includes, but is not limited to, Interschool sport, excursions, incursions, music bus, school concert, art show, coding and camp programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.
- Teachers and Education Support Staff utilise the HHPS instructional models to ensure explicit, common and shared models of instruction in Literacy and Maths to ensure evidence based, high yield teaching practises are incorporated into all lessons

Targeted

- all classroom teachers are responsible for the wellbeing and health of students in their class and undertake and social skills development in response to needs identified by student wellbeing data
- 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, connecting to culture through the Strong Brother, Strong Sister program
- our English as a second language students and cultural and linguistically diverse students are supported to feel safe and included in our school. They are supported through our Tiered approach to teaching and learning
- 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 gender diverse and 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 Education 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

Herne Hill 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 the 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, sensory tools, individual resources
- Seek extra resources under the Program for Students with Disabilities / Diversity Inclusion Profile for eligible students
- referring the students to:
 - school-based referral processes (academic and wellbeing) supports
 - Student Support Services (SSS)
 - 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

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 (care team meetings)
- 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:
 - Students supported under the Program for Students with Disabilities (PSD) or who have a Disability Inclusion Profile (DIP)
 - Students in statutory Out-of-home care (OOHC)

Useful links and further information about Department's Policies and Procedures can be found here:

- [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](#)

Identifying students in need of extra support

Herne Hill Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The teachers, education support staff and the Leadership Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Herne Hill 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 and learning growth
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, behaviour and suspension data
- engagement with families

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.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct. Student Bullying behaviour will be responded to consistently with Bullying Prevention Policy.

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 our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Herne Hill 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.

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:

- informing 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 Leadership
- restorative practices
- SSG Meetings
- In – house suspensions
- update behaviour support and intervention plan
- suspension (case by case basis)
- 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 Herne 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.

Engaging with families

Herne Hill 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

Evaluation

Herne 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:

- Attitudes to School Survey Data
- Incidents data on Compass
- school reports
- Parent Opinion Survey
- case management
- CASES21, including attendance and absence data
- SOCS

Herne Hill Primary 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 in the following ways:

- Included in staff induction processes
- Included in transition and enrolment packs and annual staff planning
- Included in our staff handbook/manual
- Discussed at staff meetings and professional learning session as required
- Hard copy available 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
- Statement of Values and School Philosophy

Evaluation:

This policy is required to be reviewed annually by School Council to confirm/enhance internal control procedures.