BANUM WARRIK PRIMARY SCHOOL
STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact the school's reception/front office.

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.

Banum Warrik 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.

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POLICY

1. School profile

Banum Warrik Primary School resides within the Cloverton estate in Kalkallo and is on the traditional lands of the Woiwurrung People. Kalkallo is located along the Hume Freeway, 30km north of Melbourne and is part of the North-West Victoria Region (NWVR).

Banum Warrik Primary School opened in 2024, with students enrolled from Foundation to Grade 6. Our school is set in a wonderful part of the estate with parks, sporting fields and playgrounds all within walking distance. Most of the students who attend our school live locally and are able to walk or ride their bike to school. Establishing strong connections with the local community and government services is vital to ensure our school has positive relationships with all stakeholders. This includes the Kalkallo North Community centre operated by Hume City Council. The centre provides maternal health, playgroup, kindergarten, and other services for the community and sits adjacent to our school.

Banum Warrik Primary School has state of the art facilities with buildings designed to support the learning needs of students. The layout of the school allows staff and students the opportunity to work in calm and organised classrooms, allowing for connection and a sense of belonging. The administration building will have a library, two science/STEM rooms, a food technology room and art room. Music/performing arts and canteen have their own rooms positioned within the full-size gymnasium building.

Our neighbouring school, Gilgai Plains Primary School is in close proximity and shares a similar school demographic and student population. Understanding the culturally diverse needs of the community, many of our students have a language background other than English. These languages are primarily Punjabi, Hindi, and Arabic. We are proud of our diversity and celebrating this with our community is a strength of our school.

Staff at Banum Warrik Primary School promote the principles of inclusive education for all learners and seek evidence-based pedagogies to deliver the Victorian Curriculum Levels F-6 (inclusive of levels A-D) through systematic and scaffolded approaches. Students have agency over their learning and are aware of their learning needs and understand the learning trajectories they are on for improvement and growth. Our school's mission is to provide high quality educational opportunities in an inclusive, diverse, safe and caring environment where all students can be their authentic self while striving for excellence and achieving success.

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

Banum Warrik Primary School's Statement of Values and School Philosophy is integral to the work we do and is the foundation of our school community. Our Vision, Mission and Objective statements are below followed by our Values.

<u>Vision</u>

At Banum Warrik Primary School, we believe every student has the potential to be their best self and achieve success. We strive to create an environment that fosters a love of learning, encourages personal growth, and inspires excellence in all aspects of school life.

Mission

Banum Warrik Primary School's mission is to provide a safe, caring, and inclusive learning environment where students can achieve their full potential. We are committed to delivering high-quality educational opportunities that foster critical thinking, creativity, and a lifelong love of learning.

Objective

Banum Warrik Primary School's objective is to empower our students to become responsible, compassionate, and engaged citizens, equipped with the skills, knowledge, and values necessary to succeed in a rapidly changing world.

Values

Respect: We have Respect for ourselves, for others, and for our environment.

Resilience: We are Resilient when faced with challenges and use strategies to keep persevering.

Integrity: We always act with Integrity and do what we know is right.

Authenticity: I am true to my Authentic self and proud of who I am.

Our Statement of Values and School Philosophy is available on our school website.

3. Wellbeing and engagement strategies

Staff at Banum Warrik Primary School will promote the principles of inclusive education for all learners and seek evidence-based pedagogies to deliver the Victorian Curriculum Levels F-6 (inclusive of levels A-D) through systematic and scaffolded approaches. To support the implementation of FISO 2.0, we will embed a tiered response to student learning that focuses on academic rigour (learning) and wellbeing, safety, and care (wellbeing) at the universal, targeted and individual levels. Students will be aware of their learning needs and understand the learning trajectory they are on for improvement and growth. We will have a strong focus on Professional Learning Communities (PLCs) where teams drive their own cycles of inquiry, based on student needs. PLCs will be embedded across all teaching teams, with teachers engaged in high level discussions with each other and school leaders about student achievement, growth and next steps of learning. Teaching and learning practices will be evidence based, and teachers will have high levels of agency in the way they design curriculum and assess student learning.

Banum Warrik Primary School engages in the School Wide Positive Behaviour Support (SWPBS) framework, Respectful Relationships (RR) and Berry Street Education Model (BSEM) to support a positive learning environment. We believe positive behaviours can and should be taught. This is our philosophy that underpins the teaching and learning programs and the learning environment. These strategies support students and teachers in their teaching and learning. Teachers follow scaffolded

instructional models for English, Mathematics and Social and Emotional Learning (SEL). Our values of Respect, Resilience, Integrity and Authenticity align to SWPBS, RR and BSEM, and underpins how the school community operates and interacts with one another.

A summary of the universal (Tier 1), targeted (Tier 2) and individual engagement strategies (Tier 3) used by our school is included below:

Universal – Tier 1

We developed our Wellbeing Framework for our whole school strategies to promote positive relationships, positive behaviour and inclusion. We do this by:

- *high and consistent expectations of all staff, students and parents and carers.*
- *prioritise positive relationships between staff and students (through Welcome Circles, Window of Tolerance, SEL lessons, Chill Out Zones and Restorative Conversations), 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 are valued*
- *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 Banum Warrik Primary School use the Wellbeing 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 at Banum Warrik Primary School 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*
- *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 at:*
    - *school assemblies – Message of the week from the Principal, Student of the Week*
- *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 Leadership Group, SEL Leaders and House Captains and other forums including Unit meetings. Students are encouraged to speak with their teachers, PLC Leader, Assistant Principal and Principal whenever they have any questions or concerns.*
- *teachers and students are welcome to refer to the Wellbeing Leading Teacher, PLC Leaders, 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*
    - *Cyber Safety*
- *Programs developed to address issue specific behaviour as need and data indicates (i.e. social groups programs)*
- *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 Leading Teacher, School Nurse, School Chaplain, Year Group Leaders, 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*
- *opportunities for student inclusion*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *buddy programs, peer support 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.*
- *Banum Warrik Primary School will comply with all requirements of Ministerial Order 1359 – Implementing the Child Safe Standards – managing the risk of child abuse in schools and school boarding premises, which outlines the minimum requirements schools and school boarding premises must meet to comply with the Child Safe Standards .*

Targeted – Tier 2 Interventions

Specific strategies, designed to support students who show tier 2 behaviours include:

- *each year group has a PLC leader and Wellbeing Leading teacher for their year who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.*
- *all students from Year 6 participate in a Transition (Passport) program in preparation for Year 7*
- *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*
- *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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma.*

- *students are identified through the Wellbeing Team for support or programs within the school that may include 1:1 Counselling, Small group social skills, referral to SSS Liaison meetings for outside services.*
- *support teachers to develop 'Plans for Play' for those students whose data shows reoccurring issues in the playground. Plans may include some of the organised recess and lunch time activities.*
- *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*
- *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*
- *Student Support Group (SSG) Meetings for all students funded under Programs for Students with Disabilities (PSD)*
- *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 including through social linguistic profiles, establishment of correct EAL pathway and social and cultural support groups.*
- *we support learning and wellbeing outcomes of students from a refugee background through the creation of social linguistic profiles, establishment of correct EAL pathways and social and cultural support groups.*
- *staff will apply a trauma-informed approach (BSEM) to working with students who have experienced trauma.*
- *Social skill groups will be planned for and conducted by the Wellbeing Leading teacher to support and strengthen social cohesion for students.*
- *Students will have access to a designated staff member in the mornings and throughout the day for 'check ins' as a support to help regulate behaviour and emotions.*
- *Behaviour Support Plans (BSP) and Plans for Play (PfP) will be developed in conjunction with the student to support academic, social and emotional learning.*
- *Sensory support will be provided for students who require additional supports to help regulate behaviour and emotions.*

Individual – Tier 3 Interventions

Banum Warrik 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, or a Behaviour Management Plan (BMP) or Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up or providing Green Zone tools which form part of the zones of regulation,*

where teachers provide students with strategies to achieve self-control and emotional regulation as part of their BMP

- *referring the student to:*
    - *school-based wellbeing supports – counselling, school chaplain, social groups*
    - *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/Orange Door*
    - *Re-engagement programs such as* LOOKOUT

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 Plan in collaboration with the student and their family*
- *engaging with our regional Koorie Education Support Officers*
- *running regular Student Support Group and /or Care Team Meetings (CTM) meetings for all students:*
    - *with a DI profile or PSD funding*
    - *Koorie Students*
    - *in Out of Home Care*
    - *and with other complex needs that require ongoing support and monitoring.*

Banum Warrik Primary School uses strategies and information on the Department's Policy and Advisory Library such as:

- *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*
- LOOKOUT

4. Identifying students in need of support

Banum Warrik 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 to help identify students in need of support and enhance student wellbeing. Banum Warrik 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*
- *attendance, detention and suspension data*

- *engagement with families*
- *self-referrals or referrals from peers*
- *information sharing from external entities such DHHS, VACCA, Orange Door etc*

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 and School Philosophy highlights the rights and responsibilities of members of our community.

Students have the right to:

- a supporting and stimulating learning environment.
- 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 without ridicule or judgement.

Students have the responsibility to:

- live our school values.
- embrace, learn from and accept a diversity of cultures.
- behave in a safe and responsible way.
- 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.

6. Student behavioural expectations and management

At Banum Warrik Primary School our behavioural *expectations of students are grounded in our school's Statement of Values and School Philosophy/Student Code of Conduct and Behaviour Response Framework.*

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, Banum Warrik Primary School will use a staged response, consistent with the Department's Student Engagement and

Inclusion Guidelines and Behaviour policy. 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 implements 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 within a classroom or other reasonable and proportionate responses to misbehaviour
- refer the student to Zones of Regulation tools to assist in regulation of behaviour
- refer student to the Chill Out Zone to assist in regulation of behaviour
- loss of privileges (play time, sports activity, excursion) in line with the behaviour as a natural consequence
- referral to the PLC Leader, Wellbeing Leading Teacher or Principal Class
- restorative practices
- time out (restoring relationships with student/teacher) or reset time (restoring relationship to learning)
- behaviour support and intervention meetings
- suspension (in-school or home)
- 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 Banum Warrik 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

Banum Warrik 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
- recognising and celebrating culturally significant events with families
- provide the opportunity for a Parents and Friends committee to be created.

8. Evaluation

Banum Warrik 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
- student wellbeing data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS.

Banum Warrik 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
- 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 Department's Policy and Advisory Library (PAL):
  - 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

- Related Policies:
  - Child Safety and Wellbeing Policy
  - Bullying Prevention Policy
  - Inclusion and Diversity Policy
  - Statement of Values and School Philosophy
  - Complaints Policy
  - Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
Consultation	To be consulted with school council in May 2024 or as soon as they are appointed.
Approved by	Principal
Next scheduled review date	October 2027 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter. The review will include input from students, parents/carers and the school community.