



Student Wellbeing & Engagement Policy

POLICY LAST REVIEWED	July 2024	APPROVAL BY	Principal
REVIEW CYCLE	2 years	COMMUNICATION	Website, induction



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9703 1187

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.

At Fountain Gate Primary School, we pride ourselves on cultivating a nurturing environment where every student is empowered to thrive. Our approach to behaviour is consistently positive, emphasising personal responsibility and self-discipline. We are dedicated to fostering a school climate where students of all backgrounds and abilities feel valued and supported.

We believe in being proactive in equipping students with the skills and knowledge they need to succeed, regardless of their level of achievement or maturity. Our high standards of behaviour are upheld through supportive measures that guide and encourage children toward meeting and exceeding these expectations.

We prioritise prevention-focused programs and approaches, aiming to create a supportive framework that prevents behavioural issues before they arise. When intervention is necessary, we tailor our approach to each individual student, considering their unique needs and circumstances to provide the most effective support possible.

At Fountain Gate Primary School, we are committed to creating a safe, inclusive, and empowering learning environment where every student can reach their full potential.

SCOPE

This policy applies to all school activities, including camps and excursions.

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2. School values, philosophy and vision
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POLICY

Fountain Gate Primary School is located in the south-eastern suburbs, approximately 45 kms from the Melbourne CBD. A wide range of culturally and linguistically diverse backgrounds is represented in the student body. Each student is respected as a unique individual who brings a wealth of diverse experiences to the school. In order to maximise the potential of each student, teachers focus on developing relationships with each student and create opportunities to foster peer to peer relationships. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student wellbeing.

Our school's vision states "Fountain Gate PS is a community of active, focused learners who share their curiosity, voice and expertise with others". Our moral purpose as an organisation is to know, inspire and challenge every child every day.

1. School values, philosophy and vision

Our school's vision is Fountain Gate Primary School is a community of active, focused learners who share their curiosity, voice and expertise."

We have a strong emphasis on children's safety and happiness, and a concerted effort is made to ensure that each child achieves to the best of their ability, especially in the "basics" of Literacy and Numeracy. The core purpose of a Primary School is to be the bridge from the home into the wider world, and to foster the skills, knowledge and attitudes that will help children succeed now and into the future.

The entire staff of Fountain Gate Primary School works tirelessly and are committed to ensuring that all children's academic, social and emotional needs are considered, planned for and met. We are dedicated to preparing our students for an unknown and unpredictable future.

The Primary School years are very special in the life of a child. The foundations that we build together, will have a profound influence on them as learners and as people.

Our Statement of Values is available online at [Fountain Gate Primary School](#)

2. Wellbeing and engagement strategies

Fountain Gate 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.

Universal - Tier 1:

- *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 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*
- *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*
- *deliver a broad curriculum including High Ability Programs to ensure that students are able to access curriculum at their level*
- *teachers at Fountain Gate Primary School use a Gradual Release of Responsibility instructional 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 Fountain Gate 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 Vision and 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 have the opportunity to 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, Wellbeing and Inclusion leaders, 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 are welcome to self-refer to the Student Wellbeing, Social Worker, Team 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*
 - *Zones of Regulation*
 - *Restorative Practice*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. self regulation sessions, friendship programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers mediator programs, play leaders program*
- *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.*

Targeted - Tier 2:

- *each year level has a wellbeing and inclusion leader responsible for their year level, who monitor the health and wellbeing of students in their year, and act as a point of contact for teachers and students who may need additional support*

- *Koorie students are supported to engage fully in their education having an Individual Education Plan and a Student Support Group (SSG), in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.*
- *our students with English as an additional language are supported through our EAL/D program, and all cultural and linguistically diverse students are supported to feel safe and included in our school through additional support in the tutor learning initiative and with education support staff.*
- *We support learning and wellbeing outcomes of students from refugee backgrounds through connecting our families to our community hub.*
- *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 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*
- *Wellbeing team and leadership team 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*
- *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 Education Plans](#)
- [Attendance Plans](#)
- [Disability Inclusion Profile](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Mental Health in Primary Schools](#)
- [Headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- [Student Support Services](#)

Fountain gate 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 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, Orange Door 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*
- *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.*

3. Identifying students in need of support

Fountain Gate Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Fountain Gate 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*
- *social worker engagement*
- *self-referrals or referrals from peers*
- *external service providers (DFFH, Orange Door, ELMHS)*

4. 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.

5. Student behavioural expectations and supports

Behavioural expectations of students are embedded in our school's Statement of Values/Student code of conduct.

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, Example 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 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 in a classroom or other reasonable and proportionate responses to behaviour*
- *Restorative conversation with affected parties*
- *referral to the buddy classroom (time to think and reflect)*
- *referral to wellbeing team*
- *restore, repair and reset*
- *behaviour support and intervention meetings*
- *referral to social worker*
- *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 Fountain Gate 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.

6. Engaging with families

Fountain Gate 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 from all backgrounds and experiences, by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website and in multiple languages as needed.
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- Providing opportunities for families to attend school based assemblies, events, and celebrations.
- Involving families in homework and other curriculum-related activities, with additional support for those who may need it.
- Involving families in school decision-making processes, ensuring their voices are heard and respected.
- Coordinating resources and services from the community to support families, including language support services and community liaisons.
- Including families in Student Support Groups, and developing individual plans for students that consider cultural and linguistic needs.

By implementing these strategies, we aim to create an inclusive and supportive environment for all families, ensuring that every student has the opportunity to succeed and thrive at Fountain Gate Primary School.

7. Evaluation

Fountain Gate 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
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS
- Student academic performance data
- Behavioural tracking data
- Health and wellbeing assessments
- Engagement in extracurricular activities
- Referral and intervention records
- Feedback from Student Support Groups (SSGs)
- Student focus groups and interviews
- Community feedback and partnerships
- Transition data (e.g. from primary to secondary school)

Fountain Gate 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
- Via Compass (school communication platform)
- Included in staff induction processes
- 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:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Vision

POLICY REVIEW AND APPROVAL

Policy last reviewed	07/08/2024
Consultation	Tabled and ratified at School Council meeting on 07/08/24
Approved by	Principal
Next scheduled review date	07/08/2026