



Aberfeldie Primary School

STUDENT ENGAGEMENT AND WELLBEING POLICY



Help for non-English speakers

If you need help to understand this policy, please contact (03) 9337 8084.

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.

Aberfeldie 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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6. Student behavioural expectations
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POLICY

1. School profile

Aberfeldie Primary School was established in 1925 and is located approximately 10 kilometres North-West of Melbourne and located in Wurundjeri Woi Wurrung Country. A total of 386 students were enrolled at Aberfeldie Primary School in 2023.

Our school is a vibrant and welcoming community with a strong commitment to inclusivity and cultural diversity. While most of our students come from English-speaking backgrounds, we are enriched by families from North Africa, the Middle East, Asia, and the Pacific. Approximately 17% of our students are English as an Additional Language (EAL) learners, and 1% of our students are Aboriginal and Torres Strait Islander.

The school offers a stimulating learning environment that aims to nurture our students so they become resilient, compassionate, adaptable and well-informed members of their community. Students have the opportunity to develop their leadership skills through a range of activities and projects and in taking on the roles of School Captains, House Captains, Junior School Counsellors and Classroom Buddies. These activities also strengthen our students' connection with their peers and local community.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years Three to Six our focus builds breadth and depth. This approach, complemented by a clear focus on student achievement, provides solid foundations for students to access rich and diverse learning experiences.

Our specialist programs are Physical Education, Visual Arts, Performing Arts and AUSLAN. The school has an open, engaging Library space that classes can visit. We have a range of buildings, from a new Building Education Revolution building with flexible learning spaces, to buildings where rooms are adjacent to each other so teams can work together in a collaborative structure. Facilities also include a gymnasium, an outside performance space, an oval and eight netball courts, a sensory garden with a vegetable garden and boasts several large playgrounds to cater for all ages. The school grounds are hired by community groups outside of school hours and weekends.

Staff are committed to working in partnership with parents, students and the broader community to provide a supportive and positive learning environment in which students' individual skills and talents are identified, nurtured and extended.

2. School values, philosophy and vision

The Aberfeldie Primary School's vision and values sit at the centre of everything we do. The values of inclusion, innovation and success are what we live by here at Aberfeldie Primary School. This means that we ensure learning meets the needs of all students and the environment and interactions reflect the cultures and diversity of families in the classroom and wider community.

Aberfeldie 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 inclusion, innovation and success at every opportunity.

Our school's vision is to empower students in succeeding academically, physically and socially; supported by innovative teachers and an inclusive community.

Our Statement of Values is available online at: <https://aberfeldieps.vic.edu.au/our-values>.

At Aberfeldie, we have three clearly defined expectations for behaviour that apply to all students, in all settings. These are:



We are Respectful



We are Responsible



We Try our Best

'We are Respectful' means **treating everyone and everything with kindness and care.**

'We are Responsible' means **doing what is expected and owning our actions.**

'We try our Best' means **putting effort into everything we do.**

3. Wellbeing and engagement strategies

Aberfeldie 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

- High and consistent expectations of all staff, students and parents and carers regarding behaviour and engagement.
- 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 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.
- Delivering a broad curriculum to ensure that students are able to engage in subjects and programs that are tailored to their interests, strengths and aspirations.
- Teachers at Aberfeldie Primary School use Respectful Relationships instructional frameworks 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 Aberfeldie 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.
- Teachers at Aberfeldie Primary School use the School-Wide Positive Behaviour Support (SWPBS) framework to foster a positive school environment, promote appropriate student behaviour, and enhance learning through clearly defined expectations.
- 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 progressing throughout their schooling, including Pre-school to Foundation, Whole School Transition, Student Transition Meetings and Year Six to Year Seven.
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level. Our dedicated Enrolments Officer and Administration Team work collaboratively to monitor student attendance data and support families, as detailed in our Attendance Policy.
- Opportunities for students to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with their teachers, Year Level Coordinator, Student Wellbeing Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through school performances, athletics, music programs and buddy support programs.
- All students are welcome to self-refer to the Mental Health and Wellbeing Leader, First Aid Team, 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, to actively promote positive, safe and supportive behaviours utilising programs such as:
 - Respectful Relationships
 - Safe Schools

- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. online safety and sexual health education).
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- 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

- Each year group has a Year Group Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, 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.
- 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 the specific use of targeted curriculum, bilingual texts and specific teaching and learning opportunities.
- We support learning and wellbeing outcomes of students from refugee background through Inquiry Learning and through targeted intervention and support with our Student Wellbeing Coordinator.
- 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](#) [insert any specific measures at your school to support LGBTIQ+ students]
- 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, 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.
- 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

Aberfeldie 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 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.

4. Identifying students in need of support

Aberfeldie Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All teachers play a significant role in developing and implementing strategies, help identify students in need of support and enhance student wellbeing. Aberfeldie 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
- parent referrals (parents approach the school with 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.

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

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 Aberfeldie Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Aberfeldie Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. 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:

- 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
- Professional Learning Community Leader informed, for further support and strategies
- restorative practices
- detentions
- 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 Aberfeldie 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.



Positive School Wide Expectations



Expectations	Classroom	Yard	Canteen	Toilets	Digital	Corridors
We are Respectful 	<ul style="list-style-type: none"> We listen to the speaker We follow teacher instructions We are kind to others & use manners We keep hands and feet to ourselves We show care for belongings and property 	<ul style="list-style-type: none"> We share and take turns We include others We use kind words We use appropriate language We follow teacher instructions We play fair We look after our school 	<ul style="list-style-type: none"> We use manners such as please and thank you We wait our turn We are quiet 	<ul style="list-style-type: none"> We are kind to others We show care and respect for the spaces We respect others privacy 	<ul style="list-style-type: none"> We take care of devices We are kind on all platforms We only use our own devices We keep private information private We ask before taking someone's photo 	<ul style="list-style-type: none"> We enter and exit classes calmly We are silent or whisper We stay to the left
We are Responsible 	<ul style="list-style-type: none"> We are on time We have our materials ready We tidy up after ourselves We use inside voices We walk and move safely inside 	<ul style="list-style-type: none"> We wear hats (September to April) We look after the school We stay in bounds We arrive back to class on time We play non-contact sports 	<ul style="list-style-type: none"> We walk in line We put litter in the bin We only spend our money on ourselves 	<ul style="list-style-type: none"> We use the toilet appropriately We leave the area clean We report problems to the teacher 	<ul style="list-style-type: none"> We only use school approved apps We only use our iPads when instructed We keep our iPads in our bags before and after school We store our iPads safely We hand in phones to the office 	<ul style="list-style-type: none"> We walk safely We stay in line We keep corridors and hallways tidy
We try our Best 	<ul style="list-style-type: none"> We stay on task We put in our best effort We work cooperatively with everyone We give all tasks a go We ask for help when needed 	<ul style="list-style-type: none"> We solve problems We ask for help and tell a teacher when needed We are safe We say sorry and own our actions 	<ul style="list-style-type: none"> We are ready with our orders We help others 	<ul style="list-style-type: none"> We get in, get out We ask for permission during learning time We are waterwise 	<ul style="list-style-type: none"> We stay on task when working digitally We report all inappropriate material We are cybersafe 	<ul style="list-style-type: none"> We ask permission to leave the class or to go in the hallway We stay together We transition quickly to start learning



All responses are: calm, consistent, brief, immediate, respectful and private

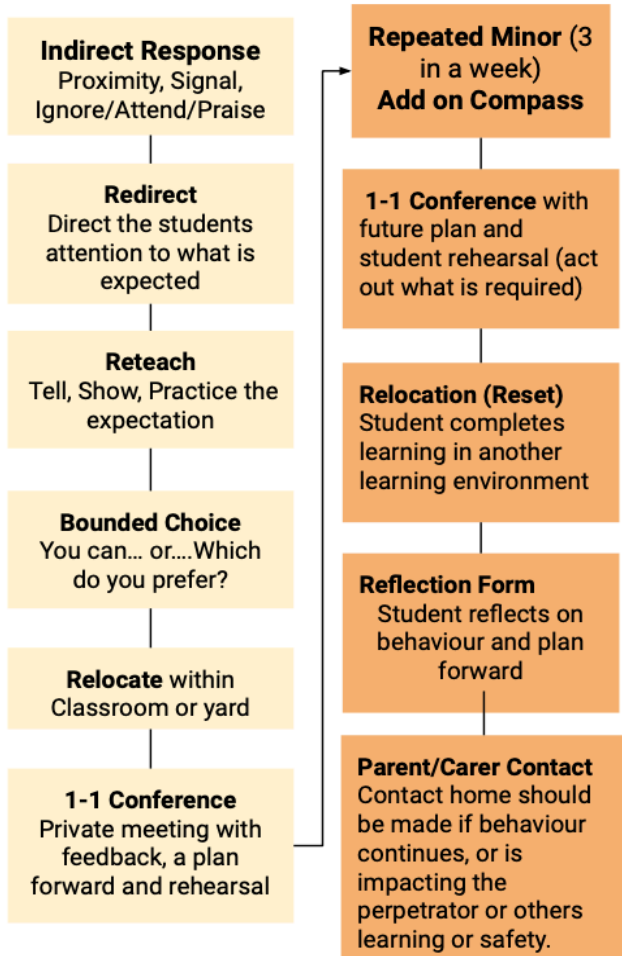
Minor

- Swearing:** Non-targeted (in play or frustration)
- Physical Conduct:** Non-serious, but inappropriate physical contact eg. hitting with hats, tackling, rough conduct between friends, minor contact without force or injury.
- Disrespect:** Low level name calling or teasing (gossip, negative talk), being socially rude, excluding others.
- Minor Absconding/ Late:** Being late to class, out of bounds, or entering hallways without permission
- Disruption/ Defiance:** calling out, talking back, out-of-seat behaviour and being off task. Not following teacher instructions.
- Uniform:** Not wearing school uniform
- Property Misuse/Damage:** Reversible or low level damage eg drawing on table, breaking pencils, throwing a book. Taking or using an item without permission (e.g. pencil, ruler, ball).
- Littering:** Indoors or outdoors

Major

- Targeted Swearing:** Targeted, intentional swearing at staff or others
- Physical Assault/Violence:** Serious, aggressive & deliberate physical conduct where injury has/may occur. Sling tackling or tackles that could cause serious injury.
- Absconding:** Leaving the building or school grounds without approval
- Defiance:** Complete refusal to participate in class, despite all repeated minor & repeated minor responses.
- Bullying behaviours:** Repeated & targeted, unkind/ aggressive, behaviours that hold a power imbalance.
- Harassment or discrimination** Threatening, intimidating, harmful or humiliating conduct, including that based on race, color, religion, gender, sex or disability.
- Property Damage:** Deliberate damage of school property, or other belongings (worth value), or toilet damage.
- Theft:** Stealing of a teacher or student item (of value) that is planned and taken with intent.
- Criminal behaviour:** Possession of a knife, weapon or illicit item, possession of cigarettes/vape etc.

Logical Consequences at any time



The above responses do not need to be used in order.

Contact Office Immediately

- Classroom procedures:**
- Phone on 103
 - Send **BLUE CARD** to office
- Yard Procedures (keep student with you)**
- Call office 93378084
 - Send **BLUE CARD** to office

Teacher logs Major Behaviour on **Compass**

Leadership to follow procedures for responding to major behaviours

1. Remove student from class or yard
2. Discuss incident & reteach skills (may use reflection form)
3. Decide & implement response & consequence (add to teachers compass post)
4. Communicate to parents/ carers, as well as relevant teacher.

Examples of Major Consequences:

- Loss of privilege such as yard time, technology, access to parts of the school, certain activities/classes etc.
- Removal from representing the school at an event eg. district sports, camp or excursion.
- Extended time in another classroom, such as buddy room, neighbour classroom or in another cohort.
- Scheduled meeting with child, teacher, leadership, and parent/carers.
- Making up uncompleted tasks (at home, break or another room)
- Completing work at the office or another space.
- Behaviour Contract
- Behaviour Tracking document
- Behaviour Support Plan
- Suspension (internal or external)

7. Engaging with families

Aberfeldie 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.

8. Evaluation

Aberfeldie 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

Aberfeldie 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 handbook
- Hard copy available from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 and can be located in the policy section of the [Aberfeldie Primary 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	December 2024
Consultation	School Council on 11th November 2024
Approved by	Principal Tyson Smith
Next scheduled review date	December 2026