HUNTINGDALE 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 Huntingdale Primary School on 03 9544 2318 or huntingdale.ps@education.vic.gov.au.

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.

Huntingdale 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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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Huntingdale Primary School, a Japanese Bilingual School, is located in South Oakleigh 20km from Melbourne, opening in 1954. The school is built on the lands of the Wurundjeri Woi Wurrung and Bunurong people of the Kulin Nation. Bilingual education began in 1997 and has been successfully implemented over the last 27 years, where 50% of the learning in undertaken in English and 50% of learning is undertaken in Japanese.

The student population is around 440 students, with the school attracting students from both the local neighbourhood and a wide range of suburbs. The number of students with English as an Additional Language is around 60%. The Student Family Occupation index indicates that families generally come from middle to high socioeconomic circumstances. 5% of students are from disadvantaged backgrounds. The school enrols around 12-15 international students per year.

Huntingdale Primary School has a proud history of community participation and support, which generates a strong sense of community pride and a strong community focus and feel. The school community embrace and value the international mindedness of the school participating in a wide range of events.

2. School values, philosophy and vision

Huntingdale Primary School's vision is to be a lighthouse school for language acquisition by providing a quality Japanese-English bilingual education. Our vision encapsulates:

- Providing a 'language journey' that begins with building links with our local kindergarten, followed by a primary schooling experience which promotes, celebrates and teaches multi-lingualism through local, state and international partnerships, opening the wider community to language learning and continuing this journey into secondary schooling.
- Showcasing diversity through languages, The Arts, Physical Education, festivals, celebrations and community engagement.
- Promoting and teaching sustainability
- Driving innovation through STEM, ICT and multimedia and enabling our students to connect to the broader world.

Our school values of Kindness, Courage, Personal Best and Creativity are integrated in all aspects of learning.

Kindness - The quality of being warm-hearted, considerate, humane and sympathetic. The notion of 'treating others as you would like them to treat you'.

Courage - The quality of spirit that enables you to be brave and face challenging situations without showing fear.

Personal Best - The quality of putting in your best personal effort into all that you do and not having the focus on 'beating others'.

Creativity - The quality of showing creativity attributes and thinking in a range of contexts.

Our school motto is 'Engaging Minds Together'

Huntingdale 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.

3. Wellbeing and engagement strategies

Huntingdale 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

General

- The School Values of Kindness, Courage, Personal Best & Creativity underpin the school's philosophy. A multi-faceted approach is taken to promote these such as teaching as part of curriculum, assembly awards, articles in the newsletter etc. Our school values encourage student individuality, difference and diversity.
- 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.

Curriculum & Teaching

- Huntingdale Primary School is a Japanese Bilingual School. The benefits of teaching languages are held in high regard in the school and this underpins our teaching and curriculum development. Wellbeing is taught bilingually.
- Teachers use our instructional model 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 Huntingdale 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 and School Philosophy 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.

- We engage in positive behaviour support with our staff and students, which includes programs such as:
    - 'Creating Our Learning Community' (COLC) at the beginning of each year and the first week of Terms 2-4
    - Play is the Way
    - Zones of Regulation
    - 3R's
    - Respectful Relationships
    - Sexuality Education
- Carefully planned transition programs to support students moving into different stages of their schooling.
- Create opportunities for cross—age connections amongst students through our Buddy System
- Opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities)

Student Wellbeing Coordination

- The school has a Student Wellbeing Team who meets regularly.
- The Assistant Principal in conjunction with the Principal, oversees the management of the Student Wellbeing Program in the school. This role includes and is not limited to developing and implementing coordination of Student Support Services in the school including Student Support Services meetings and facilitating liaison between teachers, parents and other staff, Disability Inclusion Profile (DIPS) and Student Online Case System (SOCS); ensuring Individual Education Plans are devised by classroom teachers; follow up of specific Student Wellbeing issues including teacher/parent follow up and tracking on Xuno.
- Student Wellbeing roles are given to specific teachers (e.g. Mental Health Supports Teacher) as part of their core role. This role includes but is not limited to playground support duty/follow up; coordination of intervention programs the school pursues; investigating new SWB initiatives and raising community profile of the SWB (e.g. newsletter).
- Staff members are provided with professional development regarding student wellbeing, the implementation of wellbeing programs and the resolution of wellbeing issues.
- All students are welcome to self-refer to the School Chaplain, Mental Health Supports Teacher, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.

Monitoring and Feedback

- Student work, 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 Leadership Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey, Xuno student management data and school level assessment data.
- Use of Compass and eduSafe Plus to report incidents.

Parents and the Wider Community

- Welcoming all parents/carers and being responsive to them as partners in learning.
- Programs that support the wellbeing of parents and families are available e.g. Chaplain, involvement in Watashi Mo
- Ongoing consultation via school newsletters, level newsletters as well as student and parent surveys, ensures that the school community's needs and expectations are understood.
- Compass is used to communicate with parents across the school.
- 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 and harassment.
- Parent Teacher Interviews are offered across F-6 for parents/teachers to be able to discuss educational and engagement issues.

Targeted

- Student Leadership roles are allocated for Year 6.
- Student Leadership Council roles are allocated for Years 2-6.
- A comprehensive K-F transition program is implemented each year.
- Years 1-5 will participate in an in-school transition program.
- Year 6 will participate in a transition program to ready them for secondary schooling.
- Foundation students have a 1:1 meeting with teachers at the beginning of the year to complete DE assessments and for parents/students to discuss any issues regarding schooling.
- 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 additional language (EAL) students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school by including different cultures perspectives in teaching and learning programs and celebrating Cultural Diversity Week.
- We support learning and wellbeing outcomes of students from refugee background through linking them with families/services in the school/wider community and through the Chaplaincy Program.

- 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 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, student support groups and individual education plans
- 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

- Huntingdale 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 Orange Door
        - 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 Education 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.

Huntingdale Primary School follows 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:

- Disability Inclusion
- Mental health toolkit
- Headspace
- Navigator
- LOOKOUT

4. Identifying students in need of support

Huntingdale 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. Huntingdale 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

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:

- 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.

6. Student behavioural expectations

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

The following virtues from 'Play is the Way' are the cornerstone of our school norms:

- It takes great strength to be sensible.
- Be brave- participate to progress.
- Pursue your personal best no matter who you work with.
- Have reasons for the things you say and do.
- Treat others as you would like them to treat you.

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, Huntingdale Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Warning a student that their behaviour is inappropriate
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Restorative practices through the 3 R's process
- Behaviour support and intervention meetings
- Suspension
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with department policy:

- Suspensions Policy
- Expulsions Policy
- Restraint and 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.

The principal of Huntingdale 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.

7. Engaging with families

Huntingdale Primary School values the input of parents and carers, and we 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff Policy.

- providing parent/carer volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school consultation
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Huntingdale Primary School collects 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 are assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)
- Compass support request

Huntingdale Primary School also regularly monitors 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 is communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes

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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Behaviour - Students

- Child Safe Standards
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	26/5/2026
Consultation	With School Council on 27/10/2026
Approved by	Principal
Next scheduled review date	27/10/2028