

FALLS CREEK PRIMARY SCHOOL



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand this policy, please contact [Falls Creek Primary School](#).

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) school policies and procedures for responding to inappropriate student behaviour.

Falls Creek 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 students participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

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

Contents

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

Policy

1. School profile

Falls Creek Primary School is a remote, rural school in an alpine environment in the Upper Kiewa Valley, 30 kilometres from Mt Beauty in north east Victoria.

The school was established in 1972 and largely owes its existence to the dedication of the Falls Creek community. This sense of community remains strong today as evidenced by the high level of assistance and involvement of the parent body in the school's activities.

Student numbers vary seasonally from an initial enrolment of approximately 20 at the beginning of the year, to 40 in term 3. Most seasonal students have parents who have seasonal employment in Falls Creek.

All families in the community have at least one working parent, and the school has a high socio-economic profile, as demonstrated by the SFOE (Student Family Occupation and Education) index.

School data indicates a high level of student satisfaction as measured by Attitudes to School Survey.

Overall parent satisfaction, as evidenced by the Parent Opinion Survey, has remained high for the last 3 years.

2. School values, philosophy and vision

Falls Creek Primary School's vision is to provide high quality education incorporating a range of challenging, integrated and motivating learning experiences for our students in all areas of the Victorian Curriculum, which will develop high standards, foster self-esteem, maximise each child's potential and prepare them for further education in a very dynamic 21st century. This will be done in a positive, caring environment with teachers, parents and students working together in partnership.

This vision is the basis for all our teaching. The teachers at this school are extremely dedicated and truly care for all the students. They have high expectations ensuring that every student attains their maximum learning potential.

Our values:

- Mutual respect
- Honesty and Integrity
- Responsibility

Our School Philosophy is available on our website.

3. Wellbeing and Engagement strategies

Falls Creek 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. Our school is developing its School Wide Positive Behaviour systems and implementing a consistent, whole school behaviour management model. 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.

Falls Creek Primary School uses targeted government funding to employ a mental health and wellbeing leader, to oversee the design, implementation, monitoring and evaluation of our wellbeing programs and strategies, including the high impact wellbeing strategies. 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
- 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
- teachers at Falls Creek Primary School use an 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 Falls Creek 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
- 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
- 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 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
 - Berry Street Educational Model
 - buddy programs, peers 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.

Targeted

- each class has a teacher responsible for their class, who monitors the health and wellbeing of students in their class, and acts 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.
- we support learning and wellbeing outcomes of students from refugee background.
- we provide a positive and respectful learning environment for our students who identify as 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 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
- 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

Falls Creek 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

Falls Creek Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our school will utilise information from the following sources 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, particularly in literacy and numeracy assessments
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Engagement with student families
- attendance, detention and suspension data
- 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 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 the Principal. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded 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, Falls Creek 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. We have a co-created, agreed list of minor and major behaviours, and consistently refer to this list when managing student behaviour.

MINOR BEHAVIOUR

Follow Behaviour Management Flowchart - If the consequence is extending to Level 3, it must be logged on Chronicle and communicated with Classroom teacher	
Dishonesty	<ul style="list-style-type: none"> ● Not telling the whole truth
Disrespectful behaviour	<ul style="list-style-type: none"> ● Eye roll ● Calling out/Interrupting/ Talking at the wrong time or ● Ignoring adult/Not listening/Not following directions/instructions ● Swearing / Inappropriate language ● Being argumentative
Minor physical or verbal harassment	<ul style="list-style-type: none"> ● Pushing ● Insults ● Talking back ● Touching others ● Silly words
Punctuality	<ul style="list-style-type: none"> ● returning to class late ● arriving to class/school late
Minor unsafe behaviour	<ul style="list-style-type: none"> ● Unsafe movement around class/school ● Play fighting ● Throwing objects ● Playing in out of bounds area ● Throwing instead of passing objects (rubber, pencil, etc.)
Preventing others from learning	<ul style="list-style-type: none"> ● Distracting others ● Making inappropriate noises ● Negatively influencing others
Wilful destruction of own property	<ul style="list-style-type: none"> ● Breaking equipment ● Throwing devices

Ongoing minor behaviours to be recorded on Chronicle for further follow up

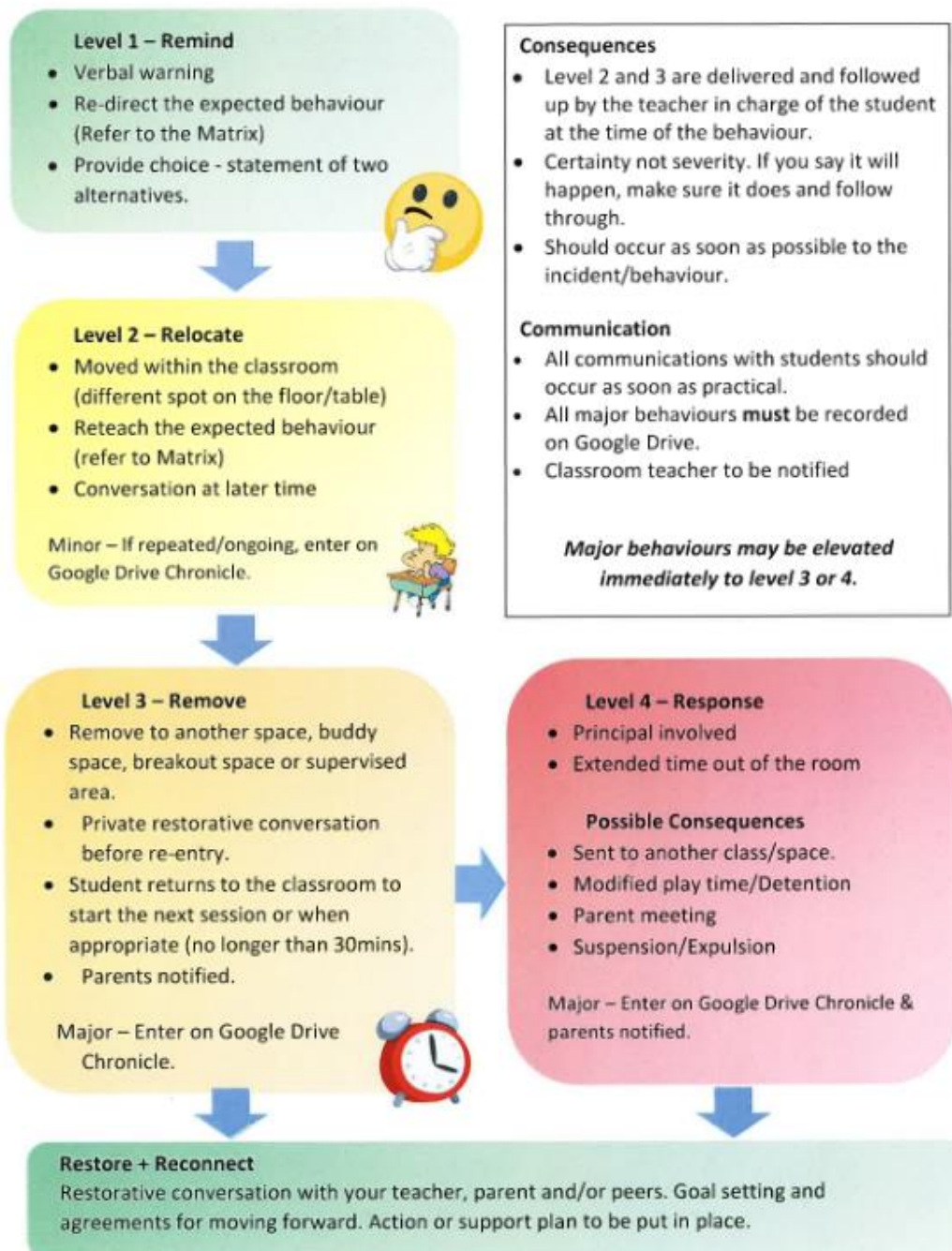
MAJOR BEHAVIOUR

All major incidents must be referred to Principal and recorded on chronicle

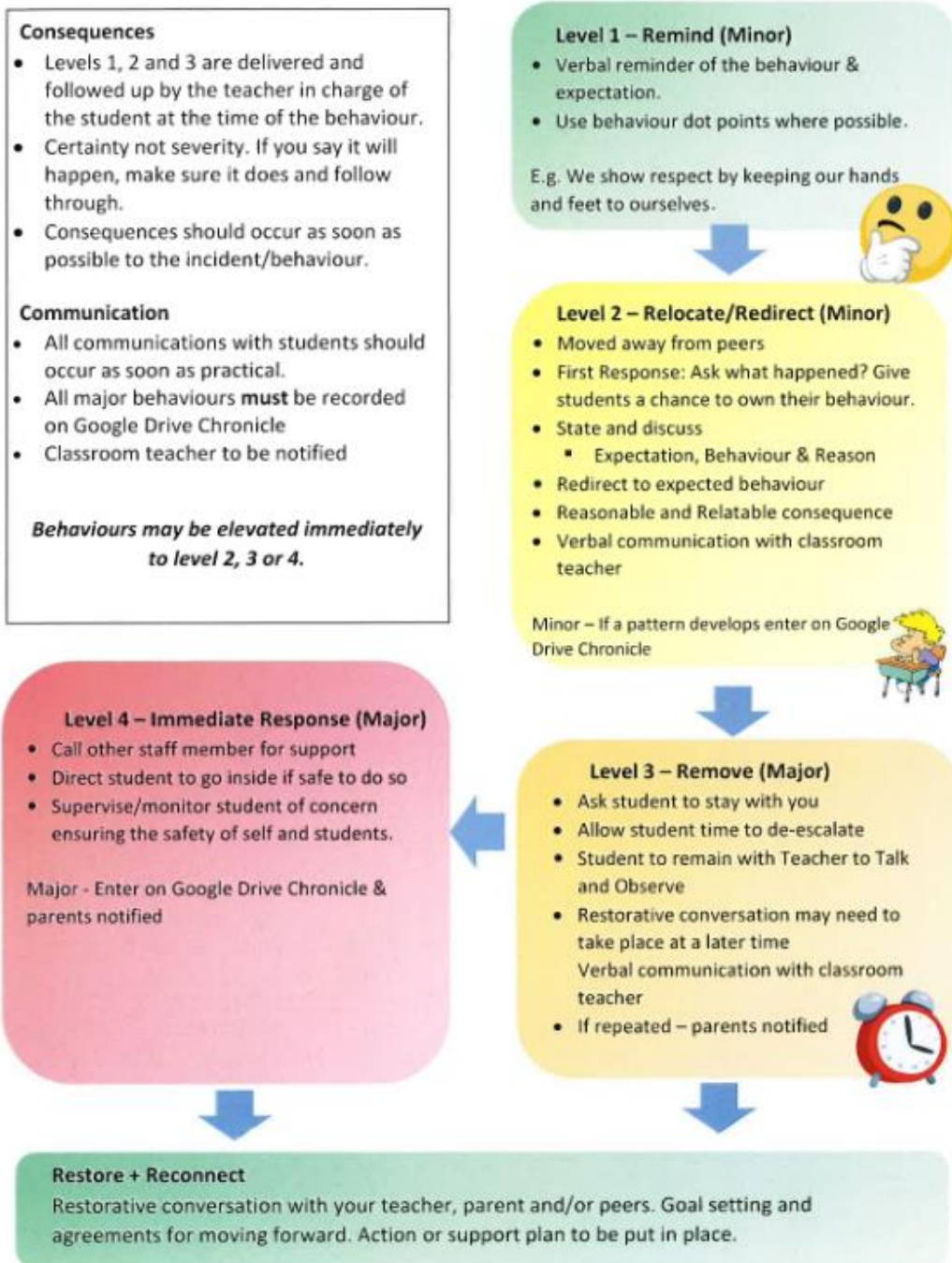
Non-compliant	<ul style="list-style-type: none"> ● Refusal to follow directions
High level disrespect	<ul style="list-style-type: none"> ● Major inappropriate language/swearing ● Racism ● Sexism/Sexualised behaviour ● Homophobia ● Gender, Religious or cultural slander ● Using words with intent to hurt/Abusive language ● Intimidating or harassing others
Dangerous acts	<ul style="list-style-type: none"> ● Throwing objects with intent to harm ● Throwing objects that should not be thrown ● Threats of violence towards others ● Unsafe behaviour
Absconding	<ul style="list-style-type: none"> ● Not returning to class ● Leaving school grounds
Manipulating others	<ul style="list-style-type: none"> ● Intentionally triggering others ● Encouraging dangerous behaviour
Physical violence	<ul style="list-style-type: none"> ● Physical harassment with intent ● Fighting
Property Damage or theft	<ul style="list-style-type: none"> ● Significant damage of property ● Wilful equipment damage ● Wilful destruction of property - destroying others/school property ● Theft/Stealing
Sexual harassment	<ul style="list-style-type: none"> ● Inappropriate language/touching

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 follow a co-created behaviour management flowchart, and are applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Classroom - Behaviour Management



YARD - Behaviour Management



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 Falls Creek 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

Falls Creek 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.
- providing parents/carers 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

Falls Creek 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

Falls Creek Primary School will 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 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2025
Consultation	School Council 10/2/25 [Consultation on this policy is mandatory]
Approved by	Principal
Next scheduled review date	February 2027– [note that the mandatory review cycle for this policy is 2 years]