



# Newbury 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 Newbury Primary School on 03 8691 6900 or [newbury.ps@education.vic.gov.au](mailto:newbury.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.

Newbury 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.

### 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
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### POLICY

#### 1. School profile

Newbury Primary School borders rapidly growing residential areas in the north west part of Craigieburn.

The school opened in 2017 and is located at the intersection of Grand Boulevard and Newbury Boulevard in the City of Hume. Our programs cater for students in Year Prep to Year 6.

The state of the art facility provides the very best in contemporary educational design and promotes active student-centred learning through the creation of adaptable, functional spaces. These include break out and intervention spaces which promote flexible learning options. Our state of the art buildings consist of flexible teaching and learning spaces, a library, gymnasium, art and science zones, a digital media centre and a large oval. Relocatable classrooms complement the main building and also offer flexible learning options. Groups of educators work together to plan and teach a comprehensive and personalised curriculum and to

provide stimulating learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning.

Our school is culturally diverse with 65% of families and 82% of students having a language background other than English, with the largest groups being Punjabi, Hindi, Urdu and Arabic. We are proud of our diversity and inclusive school community.

We strive to provide a safe, secure and educationally stimulating learning environment that empowers students to be the best they can be, both academically and socially.

## **2. School values, philosophy and vision**

Newbury 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 respect, integrity effort and community at every opportunity.

### **Our Vision**

To provide a dynamic learning community where all students are empowered to learn and achieve personal success.

### **Our Mission**

At Newbury Primary School we are committed to creating a safe, secure, educationally stimulating, calm and nurturing learning environment underpinned by high expectations and the recognition of effort. We focus on the emotional, social and academic development of every student as an avenue of developing confident, creative, compassionate and informed citizens who are actively engaged in their community. The strong sense of community is evident in the continuous, honest and open dialogue between all stakeholders.

The core beliefs we advocate are:

- Student wellbeing and engagement is at the centre of all that we do
- A positive attitude to academic and social learning is essential
- Personal effort is to be recognised and valued
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### **Our Values**

The values that define our school community are:

**Respect:** Demonstrating care and consideration for ourselves and the feelings, opinions, belongings and expectations of others.

**Integrity:** Demonstrating honesty and trust through personal accountability and responsibility for our actions.

**Effort:** Demonstrating a positive attitude and the desire and determination to learn new skills, strive for improvement and be persistent.

**Community:** Demonstrating and promoting a sense of belonging, unity and connection that is strengthened by a clear understanding of the expectations of all members.

Our statement of values is available at <https://www.newburyps.vic.edu.au/>

## **3. Wellbeing and engagement strategies**

Newbury Primary School has developed a range of strategies to promote engagement, positive behavior and respectful relationships for all students in our school. 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. We have a response to intervention model to best target student needs.

At Newbury Primary School every member of the school community has a right to fully participate in a safe, secure, calm, inclusive and nurturing environment. Everyone deserves to be treated with respect and dignity.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies use by our school are included below:

### **Universal**

- *the school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement*
- *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*
- *all classroom spaces include a check in board and sanctuary space*
- *creating a culture that is inclusive, engaging and supportive*
- *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 an engaging curriculum to ensure that subjects and programs are tailored to student interests, strengths and aspirations*
- *teachers at Newbury Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents and carers 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 follow up on every unexplained absence. Monitor for patterns in absences 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 Empowerment Community and other forums including year level meetings and Student Action Teams. Students are also encouraged to speak with their teachers, wellbeing support staff and the Education Executive whenever they have any questions or concerns.*
- *create opportunities for cross-age connections amongst students through Community Companions and community building sessions.*
- *all students are welcome to self-refer to any staff member if they would like to discuss a particular issue or feel as though they may need support of any kind.*
- *we engage in school wide positive behaviour support with our staff and students, which includes Respectful Relationships and School Wide Positive Behaviours*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (Community Building, Community Clubs, Newbury Nature Crew)*
- *Community Companions and targeted support programs.*

### **Targeted**

- *each year level has a Learning Community Leader, who monitors the health and wellbeing of students in their year level, and act as a point of contact for students who may need additional support*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and may be referred to Student Support Services for an Educational Needs Assessment*

- *relevant 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*
- *targeted social/emotional and educational support for vulnerable students and monitor and evaluate their progress*
- *referrals to external agencies as appropriate*

### **Individual**

- *Student Support Groups, see:*  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *educational learning plan*
- *behaviour engagement plan*
- *student safety plan*
- *return to school plan*
- *student wellbeing checklist*
- *Disability Inclusion*
- *referral to Student Support and Inclusion Coordinator and Student Support Services*
- *referral to Child First, Headspace, Healing Minds*
- *referral/report to the Department of Health and Human Services*
- *Lookout*
- *targeted support groups*
- *transition support*

Newbury Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *transition support*
- *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 appropriate plan to best suit the needs of the student*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *modifying the classroom program if required*
- *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 Child First*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *Aboriginal and Torres Strait Islander students*
  - *with other complex needs that require ongoing support and monitoring*

## **4. Identifying students in need of support**

Newbury Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing community plays a significant role

in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Newbury 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 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 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 and School Wide Positive Behaviour matrix. Student bullying behaviour will be responded to consistently with Newbury Primary School's bullying prevention policy.

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

- informing a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other logical consequences to misbehaviour
- restorative practices
- 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 Newbury 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**

Newbury 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 and trusting 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 Communication 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**

Newbury 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 perception survey data
- classroom behaviour data
- outside behaviour data
- social skills checklists
- student wellbeing checklists
- school reports
- parent opinion survey
- top tier case management data
- CASES21
- SOCS
- PSDMS

Newbury Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

#### **FURTHER INFORMATION AND RESOURCES**

The 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](#)
- [LGBTIQA+ 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 Philosophy

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	25th February 2025
Consultation	School Council on 19th March 2025 Staff
Approved by	Principal
Next scheduled review date	Before March 2027