



SHELFORD

PRIMARY SCHOOL

Achieving great things

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact (03) 5281 3291 or email shelford.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.

Shelford 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
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Policy

1. School profile

Shelford Primary School was established in 1866 and is located in the rural township of Shelford 40 kilometres from Geelong. Our school has a long history of providing high quality education whilst maintaining close ties to our school community. Due to our size, students at Shelford Primary School are provided an individualised learning program, targeted to meet their individual needs. This approach ensures that every child at Shelford Primary School thrives.

Our school aims to provide a welcoming, inclusive and safe learning environment where all children feel they belong. We seek to meet the needs of all students, including their learning, social and emotional needs. Shelford Primary School prides itself on providing for every student an outstanding, inclusive, holistic, education. The school staff focus their efforts on teaching and learning excellence, high expectations and achieving exceptional outcomes for all students.

We offer a diverse range of high quality programs and activities to engage and challenge every student.

Our ethos of mutual respect between teacher and students, is embedded in everything we do. We strive to ensure high academic standards as well as developing in our students a strong moral core.

Strengthening self-esteem and instilling a sense of community equips each individual with the qualities required to be a confident, resilient and globally aware citizen who can positively contribute to the school and its community. We cater for individual differences and ensure we know each student as a learner and a young person.

2. School values, philosophy and vision

Shelford Primary School's *Statement of Values and 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
- Achievement
- Kindness
- Inclusion

At Shelford Primary School, student learning is our highest priority. We believe that all students can learn to their fullest potential. Our students will develop their individual talents and be actively engaging in their learning. They will have the opportunity to be curious and creative. We will collectively and collaboratively build a safe, orderly learning environment that promotes high standards. The pursuit of excellence is the shared responsibility of the whole school community. We will provide students with the tools needed to thrive.

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

3. Wellbeing and engagement strategies

Shelford Primary School has developed a range of strategies to promote engagement, positive behaviour 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.

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

Universal

- welcoming all parents/carers and being responsive to them as partners in learning
- Expected behaviours explicitly taught
- Routines to be able to meet expected behaviours explicitly taught
- Acknowledgement system, (classroom cash) implemented as appropriate at different levels
- Other recognition for positive behaviours eg, stickers, certificates, phone call home
- Timetabled sessions with defined curriculum for every student, at least two sessions per week, based on:
 - Personal and Social Capabilities – Victorian Curriculum
 - Resilience, Rights and Respectful Relationships (RRRR). RRRR is a mandated curriculum across all Victorian Schools. RRRR supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
- Restorative conversations
- Incorporation of a range of Berry Street Education Model (BSEM) strategies to support engagement and well-being. Including:
 - Morning circle
 - Brain breaks
- Check-ins
- Sensory toys
- Visual cues/displays; anchor charts
- Emphasis on positive feedback 6:1
- Teachers 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; including
 - Cooperative play
 - Small group instruction
 - Fluid groupings
- Breakfast club
- On-going communication with parents, especially using SeeSaw
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, behaviour data and school level assessment data
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- 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
- Carefully planned transition programs to support students moving into different stages of their schooling

- Opportunities for cross—age connections amongst students through; reading support, buddies, athletics, and specialist programs.
- All students are welcome to seek assistance for a range of supports through their classroom teacher

Targeted

- supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- supporting our English as a second language students through our English as an Additional Language (EAL) program, and supporting all cultural and linguistically diverse (CALD) students to feel safe and included in our school
- supporting learning and wellbeing outcomes of students from refugee background through the Virtual New Arrivals Program
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and following the Department of Education (the department) policy on [LGBTIQ+ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- supporting all students in Out of Home Care 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
- supporting students with a disability 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
- ensuring wellbeing and health staff 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 applying a trauma-informed approach to working with students who have experienced trauma

Individual

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

- Building constructive relationships with students at risk / vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to discuss and implement strategies of how best to help the student engage with school
- Developing an Individual Education 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 The 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 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

Shelford Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All teachers play a role in identifying students in need of support and implementing strategies to enhance student wellbeing. Shelford 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, behaviour and suspension data
- engagement with families
- self-referrals or referrals from peers
- Student Support Groups and Individual Education Plans

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 *Statement of Values and 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

- be treated with dignity, respect and in a fair and equitable manner
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- uphold the School's values at all times
- 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
- Be responsible for their own actions and accept the consequences of their choices.

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 an appropriate member of staff. 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 and Philosophy.

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, Shelford 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.

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
- referral to the Principal
- restorative practices
- detentions

- 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 and Training.

The Principal of Shelford 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

Shelford 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

Shelford 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

- Student Online Case System (SOCS)

Shelford 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 the School Office 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](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)
- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQ+ 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:

- Action Plan - Aboriginal Learning, Wellbeing and Safety
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Review period

Policy last reviewed	6th August 2026
Consultation	School Council
Approved by	Principal
Next scheduled review date	6th August 2028