



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the office at 5182 5688.

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

Yarram 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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POLICY

1. School profile

Yarram Primary School offers a comprehensive educational experience designed to develop responsible, socially-minded individuals who are well-prepared to adapt to the ever-changing world. Our vision is to empower each student to reach their full potential - academically, emotionally and physically.

Situated in the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 has been serving the community since 1861. Our school has a modern facility with beautifully designed learning spaces. Our facilities are carefully maintained, ensuring that students learn and play in environments that are conducive to positive growth and development.

Yarram Primary School has a dynamic mix of experience amongst our staff. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targeted support. At Yarram Primary School we use an explicit instruction model to ensure every student builds strong foundations in literacy and mathematics. This approach focuses on clearly teaching key concepts and skills, providing students with guided practice to develop confidence and understanding, and encouraging independent practice to consolidate their learning.

Students study core academic subjects as well as four specialist areas, which include physical education, visual arts, performing arts and STEM (Science, Technology, Engineering and Maths). Auslan is taught in all classrooms.

At our school, we prioritise the well-being of our students. We believe in starting the day on a positive note with a morning walk, promoting physical activity, connection and a sense of calm.

We have a Breakfast Club every Monday, Wednesday and Friday. Students are well fed and enjoy connecting with peers and Education Support staff as they start the day.

Following a strengths-based approach inspired by the Berry Street Education model, we celebrate and nurture each student's unique abilities and talents. Our "ready to learn" philosophy ensures that students have the necessary support and resources to thrive academically and emotionally. We teach the Rights, Resilience and Respectful Relationships curriculum at all grade levels.

Our inclusion leader provides additional support and guidance, while social skills lessons help foster positive interactions and build essential social-emotional skills. Through strong relationships and a caring school community, we create a safe and nurturing environment where every student can flourish and reach their full potential.

Students who receive funding through the Program for Students with Disabilities or the Disability Inclusion program are well supported socially and academically to achieve their potential, as are students with additional learning needs and highly capable students. We operate targeted reading intervention programs to support readers needing additional instruction as well as an extension program for students ready for additional challenge.

Yarram Primary School implements supportive practices to ensure successful transitions for students and families in and out of the school. We host a comprehensive transition program for our incoming Prep students, ensuring they are confident and comfortable when they begin formal schooling. We work closely with Yarram Secondary College to facilitate an equally smooth transition for our graduating grade sixes. By working collaboratively with colleagues at both ends of the primary school spectrum and maintaining high levels of communication within our own school we are able to facilitate positive and successful transitions for all students as they move through their primary years of schooling.

At Yarram Primary School we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery. Our multipurpose facility houses a half basketball court, cooking area, disabled facilities, library, music facility and general purpose area and is available to school and community groups. We also have a terrific art facility, basketball/netball courts, a barbecue area, four separate play areas, a productive vegetable garden, a large oval and covered sandpit which has a ready supply of fabulous equipment available to children at recess and lunchtime.

Student leadership is promoted through our Junior School Council, House Captains and the Cultural Ambassador Team. Students in Years 3-6 are elected by peers to form our Junior School Council, where students develop skills in activism, raising awareness and funds related to school, local, national, and global issues of concern. House Captains take a more formal role including participating in our School Improvement Team, leading assemblies and school events where appropriate, meeting and greeting visitors, and leading events in our four school houses - Grevillea, Eucalyptus, Wattle and Banksia. Cultural Diversity Ambassadors plan and run cultural activities and promote cultural inclusion at our school. Parent and community partnerships provide a strong support network rich in extra curricular opportunities.

Students participate in multi-age activity clubs throughout the term that are designed to broaden their horizons by exposing them to different hobbies, skills and passions. Each term the offerings change so students can try new things, such as cooking, yoga, iMovie making, knitting, bushcraft and more.

We have a valued group of parent volunteers that support school fundraising and events. Local traditions include active participation in the Tarra Festival, Yarram Eisteddfod, Anzac/Remembrance Day, and the Yarram Show. We participate in educational and community initiatives such as NAIDOC Week, Education Week, Parks Week and Children's Book Week. Yarram Early Learning operate a dynamic before and after school and vacation care program on the school premises.

2. School values, philosophy and vision

Values

Strive

- We set goals and work towards them.
- We embrace challenges.
- We keep trying when things get tough.

Together

- We collaborate and connect with others in our school and community.
- We value diverse perspectives, embracing the strengths of our differences.
- We support and encourage others to succeed.

Achieve

- We set high standards for ourselves and our learning.
- We can all succeed.
- We take pride when we do well.

Respect

- We use kind words and actions towards ourselves and others
- We take care of our environment and property.
- We follow expectations.

Philosophy

Our mission is to provide a learning environment which supports individuals to achieve their full potential – academically, emotionally and physically – to equip them to contribute productively in a global community. At YPS we:

- ❖ believe all children have the capacity and right to learn in a safe, inclusive environment
- ❖ implement curriculum through programs that are relevant and make meaningful connections to students' lives
- ❖ make a strong commitment to student learning, supported by quality teaching practice, regular team planning and ongoing professional learning by our dedicated team
- ❖ develop genuine connections with students to make them feel both valued and important to the fabric of our school
- ❖ acknowledge and embrace diversity within our school, the broader and global community
- ❖ inspire our students to be active contributors to their community, take pride in their involvement and, in turn, welcome support from our community.

YPS'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 at every opportunity.

3. Wellbeing and engagement strategies

YPS 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

- Holding high and consistent expectations of all staff, students, parents and carers
- 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, 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 Opinion Survey, student management data and school level assessment data.
- Using the YPS instructional framework to ensure an explicit, common and shared model of instruction incorporating evidenced-based, high impact teaching practices
- Following the standards set by the Victorian Institute of Teaching
- Incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting it to students, staff and parents so that it is shared and celebrated as the foundation of our school community
- Facilitating carefully planned transition programs to support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement

- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Providing students the opportunity to contribute to, and provide feedback on, decisions about school operations through House Captain leadership meetings (SIT – School Improvement Team), the Junior School Council and other forums, including year level meetings. Students are also encouraged to speak with their teachers, student wellbeing staff, assistant principal and principal whenever they have any questions or concerns.
- Creating opportunities for multi age connections amongst students through athletics, music programs, house events, community events, peer support programs, activity clubs and extracurricular activities
- Welcoming students to self-refer to Education Support Staff, teachers, 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
- Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Rights, Resilience and Respectful Relationships
 - Berry Street Education Model
- Developing programs, incursions and excursions to address issue specific behaviour
- Providing opportunities for student connection and inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Running Buddy programs, peer support programs and house activities
- Empowering our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment

Targeted

- Monitoring the health and wellbeing of students in student home groups, where classroom teachers act as a point of contact for students who may need additional support
- Supporting Koorie students to engage fully in their education in a positive learning environment with Individual Education Plans that understand and appreciate the strength of Aboriginal and Torres Strait Islander culture
- Providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and following the Department’s policy on [LGBTIQ Student Support](#).
- 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 Education Plan and 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 access learning programs, consultation with families, Student Support Groups and Individual Education Plans
- Teaching health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- Applying a trauma-informed approach to working with students.

Individual

YPS 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 students and their parent/carer to talk about 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 health professionals, Headspace, Child and Youth Mental Health Services or Orange Door

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 his/her 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
 - of Koorie background
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

YPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. YPS 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 and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and School 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.

Student misbehaviour will be responded to consistently with YPS's minor and major document. When a student acts in breach of the behaviour standards of our school community, Yarram 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:

- following the measures included on our minor and major documents
- warning a student that their behaviour is inappropriate
- moving a student in a classroom
- withdrawing privileges
- referring to the assistant principal or principal
- convening behaviour support and intervention meetings

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 Yarram 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

Yarram 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 parent volunteer opportunities so that families can contribute to school activities
- involving families with 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 Education Plans for appropriate students.

8. Evaluation

Yarram 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, including the YPS Attitudes to School Survey and the Department Attitudes to School Survey
- PULSE data
- school reports

- Parent Opinion Survey
- case management notes
- CASES21, including attendance and absence data
- SOCS (Student Online Case System)

Yarram 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
- 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	May 2026
Consultation	School Council, Education Subcommittee, Teaching staff
Approved by	Principal
Next scheduled review date	May 2028

