

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Beaumaris North 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

Beaumaris North Primary School is a bayside school located 15 kilometres south east of the Melbourne City Centre. The school has a stable enrolment of approximately 550 students. The school community represents a broad range of occupations with a majority of professionals. Beaumaris North PS has a very low SFO density.

This indicates we are expected to be a high performing school and our parents have very high expectations of the school's provision in academic learning for their children. Multiculturalism is not a key influence in our school. We have a very small proportion of students and parents who speak a language other than English at home. We currently have 3 students supported by the PSD (Program for Students with Disabilities/ Disability and Inclusion)

and 1 hearing impaired student funded and has access to the Visiting Teacher Service. Our school is part of the Beachside Network of schools, formed during the DET (Department of Education and Training) schools' network initiative. The Beachside Network includes Primary, Secondary and Special schools, extending through suburbs along the bay from Beaumaris to Port Melbourne.

Beaumaris North Primary School is accredited by the International Baccalaureate Organisation to teach the Primary Years Programme. The 'PYP' is a concept-based curriculum that enables our students to inquire and develop the transdisciplinary skills needed for the 21st Century. Through the International Baccalaureate learner profile attributes, the Beaumaris North Primary School students learn and demonstrate the skills to become responsible global citizens. In line with the IBO philosophy our school vision is to develop, in partnership with the whole school community, an effective, caring and dynamic learning community. The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn, and all students have the right to become effective learners.

Beaumaris North Primary School has a highly skilled, professional and committed staff. There is a good gender balance and a mix of expert, accomplished and graduate teachers. All new staff members are supported by year level planning teams and a strong induction program which is managed by our Leadership Team.

In 2022, there is a total of 69 staff working in both full time, part time and casual capacity at Beaumaris North Primary School.

2. School values, philosophy and vision

Beaumaris North Primary School is continually working towards achieving a positive school environment which aims to provide safety, security and support for students. Our shared expectations are intended to support individual students and families that come to our school community from a diversity of backgrounds, communities and experiences.

Our Values:

Beaumaris North Primary School is continually working towards achieving a positive school environment which aims to provide safety, security and support for students. Our shared expectations are intended to support individual students and families that come to our school community from a diversity of backgrounds, communities and experiences.

We have developed shared expectations that we call 'The Essential Agreement' drawn up between students, staff and parents of the school community on what we value and demonstrate at Beaumaris North Primary School to ensure that the learning, safety and rights of all are respected.

This agreement is displayed prominently throughout the school and encompasses the 5 school values rated as the most important by the whole school community – Care, Empathy, Respect, Responsibility and Trust.

Our School Values Statement:

"We will CARE for others, showing EMPATHY, compassion and RESPECT towards the needs of others. We will show RESPONSIBILITY to our learning and belongings, showing self-discipline and commitment. We will show TRUST acting with integrity, honesty and a strong sense of fairness."

Our Vision:

The Beaumaris North Primary School vision is to inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance.

3. Wellbeing and engagement strategies

Beaumaris North 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 (whole of school)

We have developed shared expectations in response to student behaviour, this document is titled 'Whole School Behaviour Management Response' and has been shared with our students, staff and school community.

Beaumaris North Primary School is committed to ensuring that **Child Safety Standards** are adhered to, and a culture of child safety is fostered in the school and our community. The staff are dedicated to ensuring the safety of our students is achieved through engaging in regular training provided by DHHS and DET.

Beaumaris North Primary School is a **Be You** school and shows great commitment to children's mental health and wellbeing. The Be You initiative provides educators with knowledge, resources and strategies for helping children and young people achieve the best possible mental health.

There is a whole school commitment to **The Resilience Project** Curriculum, which focuses on emotional literacy, gratitude, empathy and mindfulness. Each year level participates in weekly lessons that promote wellbeing.

At Beaumaris North Primary School, we are implementing the **Respectful Relationships Curriculum**. This is a whole school approach to modelling and promoting respectful attitudes and behaviours, promoting gender equality, and preventing violence against woman.

The initiative follows recommendations from the Royal Commission into Family Violence which recognises schools as key settings to focus on prevention and create positive change. At Beaumaris North Primary School, we are working towards providing opportune environments where positive attitudes and behaviours can be modelled, shaped and transformed, and where limiting gender stereotypes and gender-based discrimination can be challenged and addressed.

Across the school we have introduced the **Zones of Regulation** approach to encourage students to develop the skills to regulate their emotions. This approach to wellbeing supports the students developing their understanding of how they look, feel or act, what they need to do and what helps them to respond to different feelings and emotions in the body. Our staff support students to identify feelings and responses in the body and developing strategies to help them to bring themselves back to a state of calm in the "green zone" to ensure they are ready to learn.

A key component of the school's approach to prevention is teaching positive behaviours and the use of **Restorative Practices** to encourage engagement, build pride, respect and responsibility in each individual student. Building positive relationships is at the core of our school's philosophy and behaviour management. Our curriculum covers the five-core social and emotional competencies: self-awareness, social awareness, self-management, relationship skills and responsible decision making.

The **Leadership Team** regularly consult with the Wellbeing Team, teachers, parents/carers and students to ensure that we are responsive to the student's social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in the Student Voice Team, formulation of class protocols and Essential Agreements, the Buddy System and other whole school activities.

Beaumaris North Primary School is an **eSmart** school. Our students participate in the **Cyber Safety Project Curriculum**. The Cyber Safety Project's mission is to provide a whole community approach focused on developing future skills, lifelong habits and self-regulation when innovating and using digital technologies for work, life and play. The educational programs and proactive teaching strategies engage the whole community with learning how to participate safely and responsibly in a digitally engaged world.

Our focus on **Student Voice** has produced a positive culture of student engagement and leadership. There is an active commitment to the maintenance of an open, co-operative, caring and friendly environment in which all children are encouraged to reach their full potential. Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Agency Team (SAT) and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Wellbeing Team, Assistant Principal and Principal whenever they have any questions or concerns.

Our strategies include:

- 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 Beaumaris North 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 Beaumaris North 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - The Resilience Project
 - Cyber Safety Project
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime clubs)
- 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 (Year Group Specific)

Each year group has a Year Level Coordinator who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support. The Year Level Coordinator liaises with the Wellbeing Team to discuss their students.

Our strategies include:

- each year group has a Year Level Coordinator who is responsible for their year level, monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- supporting our English as a Second Language students through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's guidelines by using the 'Student Support Plan – Gender affirmation'
- 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.

Targeted Wellbeing Programs:

- Delivering **targeted wellbeing lessons** based on the year level's needs. During team planning sessions teachers discuss the individual and group needs of their students and discuss any specific lessons from the Resilience Project which may be covered first, or any particular book or resources they may use to promote social development and wellbeing.
- In 2019, a **Resilience Youth Survey** provided by the Bayside City Council was given to the Year 3-6 students to complete. Following this survey, targeted interventions were introduced to support a need for the Year 5 Cohort of boys following the results. This included a Martial Arts Program.
- In 2019, we also engaged **Bayside Council Youth Services** who made several visits to the school to engage students in life size games of chess and team building activities during lunch time to promote student wellbeing.
- In 2020, we introduced an **Online Transition Support Program** for the Grade 6's.
- In Term 4 2021, we recognised that following COVID lockdowns, some Year 5 and 6 students may be apprehensive about attending camp and being away from their families. Therefore, our Year 5 and 6 students participated in a **"Supportive Friends" online program**, provided by Stride Education. The workshop was interactive and practical, giving students strategies for understanding their emotions and learning about how to be calm, as well as focusing on building friendships. The aim was for our students to build connection prior to heading off to camp.
- In response to our 2020 Resilience Youth Survey Results, we engaged CRAMILI Counselling and Wellbeing Services to work with a targeted group of students in Year 5 (Term 2 and 4) as part of the **Better Me Program**. The program provided coping skills, enhanced awareness, built resilience and increased student regulation. Students learnt how to identify and recognise issues occurring at home, self-regulate when distressed, identify emotions, and make respectful relationships, and respect authority and basic skills on how to keep safe.
- In Term 3 2021, our Year 6 students participated in the **Sleep Wellness Program** offered by Bayside Council Youth Services. This was devised in response to the Youth Resilience Survey data from 2019. Survey results from young people revealed that young people have trouble sleeping or are sleeping too much. The sleep wellness program offered information in a workshop over two sessions about the stages of sleep, sleep education and the second session is aimed at strategies for students to establish around sleep wellness.
- In 2021, upon students returning to onsite learning at school, we identified that many students were anxious and found the transition to school very challenging. For this reason, we utilised funding from

Bayside Council Youth Services to have two **Therapy Dogs** trained in early 2022. From Term 2, 2022, our two Therapy Dogs, Wally and Frankie began attending onsite and supporting students and staff and are a valuable part of our wellbeing and engagement approach at Beaumaris North Primary School.

- In 2022, it was identified by staff that many students were struggling to focus, concentrate and regulate their emotions. For that reason, The Zones of Regulation were introduced across the school and have been used to target particular students struggling with self-regulation.
- In 2022, we gained feedback from our Year 5 students regarding their own wellbeing, social connections, relationships and sense of identity. This information gathered in Term 2, was used to design a specific program based around '**Class meetings**' and key themes to support the students re-connect post lockdowns and home schooling.

Individual

Beaumaris North 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
- liaising with the Disability and Inclusion Leader to discuss individual students and strategies which may best support their engagement and learning
- accessing Student Support Services from the Bayside Peninsula Area. Ilana Sher, our Student Support Service Officer, attends the school on a fortnightly basis and provides guidance and support to our school on how to best engage students who may have learning barriers or difficulties
- 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
- meeting with students and their parent/carer to talk about how best to help the student engage with school
- referring to the Student Wellbeing Policy and Guidelines - <https://www2.education.vic.gov.au/pal/student-engagement/policy>
- 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
- 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.

The following students are provided with an Individual Education Plan (IEP) which is sent home to the parents and reviewed and updated each term:

- students with disabilities
- students who require reasonable adjustments to the curriculum and its delivery to ensure access
- students who are attending the Tutoring Program

1. Identifying students in need of support

Beaumaris North Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership and Wellbeing Team play a significant role in developing and implementing strategies to help identify students in need of support. Beaumaris North 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

2. Student rights and responsibilities

All members of our Beaumaris North Primary 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, 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.

3. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values which outline as a community how we will care, respect and show empathy for others.

Our Whole School Behaviour Management Response outlines the expectations for student behaviour within our school. Our Student Code of Conduct outlines the expectations we have for our students. ([Student Conduct – BNPS](#))

beaumarisnorthps.vic.edu.au) An important part of this process, is students participating in Reflection Time to develop an understanding of how their actions impact others and develop a greater sense of empathy and connection to their peers.

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 ([Policies – BNPS \(beaumarisnorthps.vic.edu.au\)](http://Policies – BNPS (beaumarisnorthps.vic.edu.au))).

When a student acts in breach of the behaviour standards of our school community, Beaumaris North 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 Year Level Coordinator
- restorative practices
- 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, 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>

Error! Hyperlink reference not valid. 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 Beaumaris North 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.

Table: Whole School Behaviour Management Response

LEVEL 1 – SINGULAR INCIDENTS	LEVEL 2 – RECURRING INCIDENTS	LEVEL 3 – ONGOING AND REPEATED INCIDENTS
<p>Disruptive Classroom Behaviour</p> <ul style="list-style-type: none"> Talking while the teacher is talking or calling out Talking when it's not their turn or a peer is talking <p>Physical Behaviours/Danger</p> <ul style="list-style-type: none"> Play fighting (physical contact with playful intentions) Climbing trees Leaving the classroom without the teacher's permission (as a one off) <p>Disrespectful Behaviour</p> <ul style="list-style-type: none"> Talking in a rude tone to someone or about someone else (as a one off) Inappropriate vocabulary towards teachers/staff (Calling them by their name) Not referring or addressing to another student by their name or nickname such as using terms like 'bro' Lying about an incident that has occurred and the level of that student's involvement (as a one off) Lack of self-respect or respect for the uniform e.g. drawing on your body, uniform or school belongings <p>Disregard for School Property/Expectations</p> <ul style="list-style-type: none"> Not handing in a phone/smart watch as per the eSmart policy Not wearing a hat outside as per the Sun Smart policy Running through the breezeway Entering buildings during recess and lunch Littering Riding/Scooting/Skating on the school grounds before and after school 	<p>Disruptive Classroom Behaviour</p> <ul style="list-style-type: none"> Continuous talking and/or repeatedly calling out during classroom instructions despite teacher direction to modify the individual behaviour Answering back to a teacher when being approached on their behaviour <p>Physical Behaviours/Danger</p> <ul style="list-style-type: none"> Continuous use of tackling techniques during sports activities both during organised games and/or recess and lunch games Playing or venturing through out of bounds areas (such as the teachers carpark or exiting the school bounds to retrieve a ball) Leaving the school grounds at any time for any reason <p>Disrespectful Behaviour</p> <ul style="list-style-type: none"> Refusal to follow teacher directions Negative body language/Not actively listening (e.g. Eye rolling, pulling faces or intentional lack of eye contact) Rolling around on the floor when being spoken to or directed to engage in learning Swearing at a student Showing a lack of empathy or understanding for their peers by teasing, using rude or derogatory language after being asked to stop. Name calling, labelling, body shaming and showing judgement based on an individual's background, ethnicity, religious or cultural beliefs Deliberate antagonising behaviour towards a student or students (encouraging disrespectful behaviour or unwanted attention towards another) <p>Disregard for School Property/Expectations</p> <ul style="list-style-type: none"> Stealing someone else's hat and withholding it so they are unable to wear it. Use of phone/smart watch on the school grounds (before and after school) Entering buildings during recess and lunch (repeatedly) Riding/Scooting/Skating on the school grounds before and after school following requests to stop Leaving the classroom without the teachers' permission (on more than one occasion). Walking / Running away from the yard duty teacher 	<p>Disruptive Classroom Behaviour & Physical Behaviours/Danger</p> <ul style="list-style-type: none"> Throwing sticks/stones/sand/bark/balls with the intention to harm others Throwing classroom items out of anger and/or with the intention of harming or causing destruction Threatening behaviour both physical and verbal threats Intentional physical harm of another student (punching, kicking, spitting, scratching, biting, targeting private body parts or applying force to another person) Displaying intimidating behaviour which can cause someone to feel afraid or experience a sense of fear in anticipation. Humiliation or degradation that makes someone feel less equal than others <p>Disrespectful Behaviour</p> <ul style="list-style-type: none"> Intentionally walking or running away from a teacher while discussing behaviour Bullying – seeking to harm, intimidate or coerce another individual on an ongoing basis Excluding another student repeatedly based on their disability or inability to participate in a task or games thereby denying them the access to education and opportunities designed for the students at school Racist comments being directed at another person that includes showing prejudice, discrimination or hatred because of the colour of their skin, ethnicity or national origin. Sexist comments that discriminate or stereotype someone based on their sex. Swearing at a staff member Blatant Lying – repeatedly <p>Disregard for School Property/Expectations</p> <ul style="list-style-type: none"> Use of phone/smart watch on school grounds (During school operating hours) Deliberate destruction of school or others' property (toilets, bag sheds) Stealing school and other people's belongings Leaving the school grounds (repeatedly)
Actions/Response	Actions/Response	Actions/Response
<ol style="list-style-type: none"> On the first warning, a student is given either a verbal reminder or the students' name is written on the board for the behaviour to cease. <ul style="list-style-type: none"> Reflect back to the school wide expectation of behaviour On the second warning 'move to improve' the student On the third warning the student is moved to a designated spot or agreed upon classroom where the student will focus on completing the task. A limit of 15 minutes being away should be followed. 	<p>The student will immediately be moved to the designated spot or agreed upon classroom where the work will be completed at recess or lunch time.</p> <ul style="list-style-type: none"> The student will complete a Behaviour reflection sheet upon being removed and filed away by the teacher. 	<p>The student will be immediately moved to the designated spot or agreed upon classroom where the work will be completed at recess or lunch time.</p> <ul style="list-style-type: none"> The student will complete a Behaviour reflection sheet upon being removed and filed away by the teacher. Removal from the yard (2 days) Phone call to parents (The teacher responding to the behaviour incident is to make the phone call on loud speaker with another teacher/PCO present – Student can also be included) PCO to be notified and talk with the students
Further Teacher Action (Minimum Expectations)	Further Teacher Action (Minimum Expectations)	Further Teacher Action (Minimum Expectations)
No further action necessary	<ol style="list-style-type: none"> Chronicle entry to be made every time Behaviour Reflection sheets to be attached to an email and sent to parents after 3 offences. 	<ol style="list-style-type: none"> Chronicle entry to be made every time

4. Engaging with families

Beaumaris North 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 Meet and Greet sessions, Parent Teacher Interviews and Student Led Conferences
- 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.

5. Evaluation

Beaumaris North 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

- chronicle behaviour incidents
- discussions with the Wellbeing Team
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Beaumaris North 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 and via Compass
- Included in staff induction processes
- Included in transition and enrolment packs

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
- Child Safety Code of Conduct
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	Regulatory and Compliance Committee
Approved by	Principal
Next scheduled review date	June 2024