
Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Orrvale Primary School on 03 5829 2490 or orrvale.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.

Orrvale 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
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POLICY

1. School profile

Orrvale Primary School is situated amongst local orchards, 5 km south-east of Shepparton. The school consists of 18 classes (approximately 400 students), 4 specialist teachers, 3 Principal Class, two Learning Specialists (Literacy and Numeracy), a Disability Inclusion Lead, an Education Support team and a business manager. The school also has additional support with access to a Koorie Education Support Officer (KESO) as well as a range of specialist supports through School Support Services (SSS) and the regional office (North Eastern Victoria).

At Orrvale we enjoy a positive reputation within the Shepparton area. We have all the benefits of a larger primary school in a rural setting in which community involvement is encouraged. A strong family and community atmosphere ensures students and staff are known and valued by each other. We actively prepare students for each successive stage of their education and establish in them a positive foundation for life's future challenges.

We promote a positive culture of learning and collaboration which results in strong partnerships between staff, students and parents. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning environment for every child. We have active parent groups which include; a committed Parents and Friends Club, and School Council. These communities assist with the provision of improvements to our facilities as well as an enriched learning environment.

At Orrvale Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners and we strive to provide a supportive, yet challenging environment in which curiosity, innovation, personalised learning and strong personal relationships are highly valued.

We pride ourselves on the emphasis placed on student engagement and wellbeing. Our school is fully committed to the welfare and educational progress of every student. The principles of Emotional Intelligence form the basis of our social and emotional development skills program and underpin the culture of the school. With the expert guidance and training of Yale University's Centre for Emotional Intelligence, Orrvale has become a leader in the implementation of Emotional Intelligence education in a school environment through the RULER program.

We have a whole school curriculum plan with Year level scope and sequence plans for all curriculum domains developed against the Victorian Curriculum 2.0. Whole school Numeracy and Literacy instructional models are documented and delivered consistently throughout the school to ensure our priority on maximising student achievement in these two areas.

Whole school planning ensures a systematic approach to policy and program development, evaluation and review, and determines professional development of staff. The weekly timetable is structured so that teams within the school are given shared planning time each week to enable a collaborative team approach which fosters collective efficacy. Weekly Professional Learning Communities (PLCs) meet in small teams each week to focus on a single teaching area to improve teaching and learning outcomes.

The school is proud to be at the forefront with the effective use of current learning technologies and approaches and we are committed to using modern technologies to enhance student learning and engagement.

Orrvale Primary School is an inclusive school. We have a high number of student's from a non-English speaking background as well as approximately 10% of our student population who are identified as Indigenous. We provide appropriate support for students with disabilities, including implementation of the Disability Inclusion supports and adjustments

2. School values, philosophy and vision

Values

As a school and community, our values strongly influence our decisions, behaviours and procedures. Our core school values are:

- **Respect**
- **Responsibility**
- **Courage**
- **Personal Excellence**

- **Empathy.**

These values align with our vision of nurturing a safe and engaging learning environment.

Motto

Our school motto is ***‘Educating Hearts and Minds’***.

Vision

At Orrvale Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners, who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners, and we strive to provide a supportive, yet challenging environment in which innovation, personalised learning and the development of high levels of emotional intelligence are our priority.

The Orrvale Way.

Orrvale Primary School has adopted ‘The Orrvale Way’: 8 Habits for developing a Respectful and Productive Community:

1. **Listen and communicate using a calm and respectful tone.**
2. **Embrace mistakes as opportunities to learn.**
3. **Follow teacher instructions and remain ‘SET’ during class Stay SET (sit up, engage in the lesson, and track the speaker).**
4. **Maintain an organised and personal and shared workspace.**
5. **Use time wisely; stay focused and avoid distractions.**
6. **Be caring, kind, and inclusive.**
7. **Use manners and smile.**
8. **Care for our school environment.**

3. Wellbeing and engagement strategies

Orrvale 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

- High and consistent expectations of all staff, students and parents and carers
- Alignment with the Positive Classroom Management Strategies
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- A focus on restorative practices to resolve conflict and challenging situations
- 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

- Tailoring our teaching activities to our student's interests, strengths and aspirations. Specific hands-on engagement and social skills programs such as woodworking, drumbeat and maintenance programs are provided for a large number of students.
- Teachers at Orrvale Primary School follow pedagogically based instructional models to deliver literacy and numeracy teaching to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- Teachers at Orrvale 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 Values 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 are provided to support students commencing school as well as moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally during school assemblies and is communicated to parents
- Student attendance levels are closely monitored and appropriate attendance improvement strategies at a whole-school, cohort and individual level are implemented
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the EI Executive and EI Leaders Leaders' forums as well as year-level and class meetings. All students are also encouraged to speak with their teachers, Assistant Principals and Principal to discuss any areas of concern.
- Regular opportunities are created for cross—age connections amongst students through, house sports, multi age days and the school buddies program.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - *Positive Classroom Management Strategies*
 - *RULER*
 - *Respectful Relationships*
 - *Buddy Program*
- Students can participate in structured weekend sport through our soccer and netball teams as well as opportunities to try out for zone and regional representation.
- We provide structured lunchtime activities including arts and crafts, music, drama, sport, ICT, yoga, Lego and games. We also run a Library and 'BER Play' sessions during our second and third recess times which enables students to have a quiet, calming break when required.
- Breakfast is available each morning for students who require it as well as fruit snacks for all students.

Targeted

- The Assistant principal- Wellbeing, is responsible to monitor the health and wellbeing of students throughout the school and act as a point of contact for students who may need additional support.
- All Koorie identified students will have an Individual Education Plan (IEP) completed at the start of the year as well as access to the school's Koorie Engagement Support Officer (KESO)
- All students in Out of Home Care will be case managed by the Assistant Principal – Wellbeing, who will facilitate the development or annual review of an Educational Needs Assessment and IEP.
- All students who with identified learning, social or emotional needs will have an Individual Education Plan (IEP) plan established in Term One.

- Targeted programs will be run for groups of students and families to address specific needs, for example Drumbeat, Social skills programs delivered by the Speech Pathologist, physical breaks, STEM Club and hands-on learning tasks.

Individual

- Teachers and school staff refer students to be reviewed by the Student Support Team (Principal, Assistant Principal – Wellbeing, Disability Inclusion Lead, Speech Therapist) for additional support. Additional supports, internal and external referrals include:
 - *Case Management meetings – including IEP development and reviews, SSG meetings, student behavior support meetings.*
 - *School Support Services (SSS).*
 - *Referral to allied health professionals and other professionals for assessment and therapeutic intervention.*
 - *Referral to the Disability Inclusion Program (DIP) and schedule a DIP profile meeting.*
 - *Referral to appropriate external supports such as Catholic Care, Family Care, Orange Door, Headspace, Child and Adolescent Mental Health services (CAMHS)*
 - *Re-engagement programs such as Navigator*
- Student Support Group meetings (SSGs) are conducted each term for students who receive Disability Inclusion Tier 3 funding, students who receive PSD funding (program for students with disabilities) as well as other students with significant levels of support and adjustments required
- Student Profiles are developed to assist students who need to solve problems and develop skills that impact on their behaviour at school. These profiles include a behavior profile (student voice) and behavior support plan.

4. Identifying students in need of support

Orrvale Primary School is committed to providing the necessary support to ensure our students are supported academically, emotionally and socially. The Student Support team plays a significant role in facilitating appropriate referrals for students to access the appropriate internal and external supports.

We utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *Student Support referrals (completed by teachers, staff and parents)*
- *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*
- *Detention and suspension data*
- *Family consultation.*
- *Self-referrals or referrals from peers*

Individual Education Plans and Student Profiles (IEP's)

IEPs are developed to identify the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students. All students identified as being Tier 3 at Orrvale Primary school will have an IEP established and reviewed throughout the school year.

Student profiles are kept on the school's Google Drive. These profiles contain a range of information that supports student case management, including:

- Individual Education Plans (IEPs)
- Assessment and reports
- SSG and other meeting notes
- Behaviour Support Plans

Identifying support needs and IEP's

Student support needs are classified using the following Tier rating:

Tier 1 – No significant additional support required.

Tier 2 – Targeted supports required for students with some risk factors, e.g Literacy and numeracy support, social, emotional and behaviour regulation, as well as all Indigenous students. IEPs may be required for Tier 2 students which are to be established in term one and reviewed in term three.

Tier 3 – Students require intensive, individualised support to address their learning needs. Includes students with diagnosed disabilities as well as other significant social, emotional and learning barriers. All Tier 3 students require an IEP which are to be reviewed each term.

Which students require an IEP?

IEPs are required for:

- students in statutory Out-of-home care (OOHC)
- Koorie students
- Students who receive Tier 3 DI funding.
- Students supported under the Program for Students with Disabilities (PSD).
- Students classified by the school as being Tier 3

IEPs are highly recommended for:

- Students with additional needs
- Students not achieving to their potential.
- Students at risk of disengagement.

Behaviour support plans and safety plans.

Behaviour Support plans will be developed by the Leadership team and teacher to support students who are having consistent behaviour challenges.

Safety plans will be developed in consultation with appropriate external professionals such as mental health workers, Disability coordinators, Health and wellbeing specialists and Social workers in consultation with school staff and families.

Student support group meetings (SSG'S)

SSG meetings are coordinated by the Assistant Principal – Wellbeing, or the Disability Inclusion Lead. All students who receive Disability Inclusion Tier 3 funding or PSD funding require an SSG meeting once a term. Tier 3 students not receiving funding, and their families will also participate in SSG meetings as deemed necessary.

SSG meetings for Tier 3 students should include a principal nominee, parents/carers, classroom teacher, education support and intervention staff. Allied health professionals such as occupational therapists, speech therapists and

psychologists, and School Support Services (SSS) will be invited to attend SSG meetings as required. Students should attend the SSG meetings as required also.

Non-mandatory IEP development and review for students are facilitated by the classroom teacher. Knowledgeable others from within the school will be involved in the development and review of IEPs as required.

The IEPs are to be established in term one and reviewed in term 3 (additional IEP review and SSG meetings are to be scheduled as required).

Intervention Programs

Students are referred to school Intervention programs to assist with the achievement of goals identified in their IEPs. Examples of intervention programs include:

Learning support:

- Levelled Literacy Intervention (LLI)
- Numeracy Intervention

Social/Emotional/Behavioural support

- Drumbeat
- Secret Agent Society
- Pragmatic language social skills programs

Practical/hands-on learning and engagement programs

- Project and maintenance work
- Woodwork program
- STEM Club
- Garden program

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 Values highlight 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 and management

Orrvale Primary School's approach to behaviour management incorporates the school values, the 'Orrvale Way' 8 Habits, as well as developing Emotional Intelligence (EI) skills through our personal and social skills program including RULER, Resilience Rights Respectful Relationships and the school routines.

EI skill development is supported through a restorative approach to behaviour management. Where practicable the consequence should fit the behaviour. Such consequences should follow a restorative conversation aimed at enabling the student to understand the behaviour and their responsibility to work towards a positive outcome and learning experience. Examples of restorative consequences include:

- staying in for a part of recess to have a restorative conversation
- cleaning up areas that have been left untidy
- completing and reading an apology letter
- staying in for part of recess to complete work that hasn't been completed satisfactorily
- Completing a Blueprint form

Teachers will provide information to their classes about expected behavioral expectations. This includes the definition and examples of minor and major behaviours, as well as the staged response to managing these behaviors.

This is the schools list of minor and major behaviours:

Minor Behaviours

Minor behaviours are managed when and where they occur by the adult present at the time.

Behaviour	Definition and examples
Inappropriate language	Communication or use of words in an inappropriate way for the student's developmental age (e.g., name-calling, teasing, unintentional swearing out of frustration).
Physical Contact	Non-serious but inappropriate physical contact (e.g., overly affectionate gestures, patting, light tapping, rough play).
Mild disruption	Persistent talking while the teacher is speaking.
Property misuse	Low-intensity damage of another student's belongings or work (e.g., scribbling on another student's page, snapping a pencil)
Dress code violation	Wearing clothing or shoes that do not comply with the school's policy.

Late to class	Missing the beginning of class after playtime.
Cheating/Dishonesty	Acting dishonestly or unfairly to gain an advantage, especially in a game or assessment task.
Other	Other minor problem behaviours that do not fit into the available categories.
Task refusal/avoidance	Avoiding activities or directions given by staff, walking away from staff.
Disruption	Any instance when a student interferes with others' learning (e.g., throwing items, sustained loud talking, yelling, making noise with materials, out-of-seat behaviour).
Disrespect	Behaving in a way that shows disregard for another person (e.g., eye-rolling, inappropriate gestures, invading personal space, ignoring others).
Out of Bounds	Any instance when a student is in an area of the school they are not permitted to be in.

Major Behaviours

Major behaviours disrupt the learning environment or threaten the safety of students and staff.

Behaviour	Definition, examples ...
Abusive Language	Swearing, name-calling, or use of inappropriate language.
Defiance	Disrespect or non-compliance; refusal to follow directions or rude interactions following an initial request.
Physical Aggression	Serious physical contact that may cause injury (e.g., hitting, punching, kicking, hair-pulling).
Theft	Possessing or removing another's property without permission or intent to return it.
Harassment	Disrespectful messages, threats, or intimidation based on race, religion, gender, etc., through gestures, notes, or other actions.

Property Damage	Intentional or negligent damage to property.
Absconding	Attempting to run away or hide from staff, both on and off school grounds.
Technology Violation	Inappropriate use of electronic devices (e.g., texting in class, unauthorised games).
Unexcused Partial Absence	Missing whole or partial lessons without excuse.
Bullying	Ongoing incidents intended to cause harm, such as physical, verbal, social or online bullying.
Using Objects as Weapons	Using items to make unwanted contact with another person.
Self-Injurious Behaviours	Any instance where a student injures or threatens self-harm.
Vandalism	Damaging school property or students' belongings.

When a student acts in breach of the behaviour standards of our school community, Orrvale Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines.

Where appropriate, parents 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.

Student bullying behaviour will be responded to consistently in line with the schools Bullying and Harassment policy.

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.

The Principal of Orrvale 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

Orrvale 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 the development of Individual Education Plans for students.
- Maintaining an active Parents and Friends committee.

8. Evaluation

Orrvale 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
- Individual Education Plans and Behaviour Management Plans
- Compass wellbeing data
- CASES21
- SOCS

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

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
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 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
- Preventing and addressing racism in schools

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Consultation	Staff student representative groups parent groups school council
Approved by	Principal
Next scheduled review date	Before February 2028