



HARVEST HOME
PRIMARY SCHOOL

Student Wellbeing and Engagement Policy



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Help for Non-English speakers

If you need help to understand the information in this policy please contact Harvest Home Primary School on 8468 9000 or email: harvest.home@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.

Harvest Home Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

School Profile

Harvest Home Primary School is a Public Private Partnership (PPP) School that opened in 2017. Under the PPP model, the school is designed, constructed and maintained by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning rather than asset management. The school is located on Harvest Home Road, Epping in the City of Whittlesea. The school has a total of 1026 enrolments with over 100 staff, including four principal class members, two Leading Teachers and ten Learning Specialists.

The modern facilities provide a contemporary educational design that promotes active student-centred learning by creating technology-rich, adaptable, and functional learning environments. In addition, the purposeful use of digital technologies is embraced as the school has a BYOD program that enhances learning experiences in a flexible and innovative manner. Through this approach, students are empowered to think 'beyond their context', which enables them to develop as 'global citizens'.

The school has been designed to strongly emphasise community connections and partnerships, with a 'Community Hub' that encourages community use and engagement. A full-size Stadium, Performing Arts Studio, Staff Professional Learning Centre and STEAM centre provide students and teachers with facilities reflective of 21st-century design, pedagogy and learning.

All teachers and students are in collaborative Learning Communities that create flexible teaching options to better cater to all students' individual needs. The teachers work in Professional Learning Communities (PLCs) that use an inquiry focus to drive planning, instruction, wellbeing, inclusion, and outcomes. All teachers adopt and display a shared responsibility for every student within each Learning Community. In 2022, Harvest Home PS became a PLC link school to support schools with structured collaboration and practice-sharing to spread best practices through the system. The Victorian Curriculum is embedded into the teaching and learning program, with strategies, including the use of the HHPS Learner Dispositions, that encourage all students to have high standards of themselves, their peers, and their work and to consistently produce their best in a positive, engaging, and inclusive climate.

The school has exemplary programs and is seen as a prominent school in the area of School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships, both underpinned by a Positive Climate Training Centre. Other programs include STEAM, Sports, Literacy and Numeracy, and the Arts. All students participate in the Specialists subjects of Physical Education, Visual Art, Science, STEAM, Spanish, and Mindfulness.

The school provides access to an education of the highest quality for the young people of Epping. Students are engaged through stimulating, relevant and inspiring educational experiences that ignite a life-long passion for learning and a strong community connectedness. Harvest Home Primary School upholds high expectations for all, emphasising embedding its positive school culture.

School Values, Philosophy, and Vision

Harvest Home Primary School's vision is:

At Harvest Home Primary School, the students are at the centre and purpose of all that we do. We prepare students to pursue their goals, interests, and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st-century designs focussed on rich environments and personalised learning for all students. Teachers and students will work collaboratively in Learning Communities, to create flexible teaching options to cater for the individual needs of all students. We commit to having a shared responsibility for the success, wellbeing, and safety of all students.

Harvest Home Primary School's mission is to establish a high-performing school community that embraces innovation, inclusivity, collaboration, and respect.

Harvest Home Primary School's values are:

- **Achievement:** A commitment to excellence in academic achievement and personal growth and development.
- **Cooperation:** Working in partnership with school and community stakeholders.
- **Acceptance:** Valuing others and accepting the differences and diversities of others.
- **Responsibility:** Individual and shared accountability for quality outcomes as well as demonstrating and promoting our core values in all aspects of school life.
- **Integrity:** High expectations for all to act ethically and fairly at all times.

Harvest Home Primary School's values are:

- **Pride of Place:** We take pride in our school, our learning communities, our appearance and our community.
- **Better People = Harvest Home People:** Once we put on a Harvest Home Primary School uniform or badge, we will be better people than we were before.
- **Harvest Home KAIZEN:** KAIZEN is a Japanese word meaning- A little bit of improvement every day. As a school leader, as a teacher, as a student or as a community member... we come to school every day with the intention of being better than we were yesterday.
- **Pressure – Embrace Expectations:** How do we work in high-pressure situations? What do we do? What behaviours do we display? We embrace expectations to be better every day.
- **Legacy:** As a student, as a staff member and as a community member what is your legacy at HHPS? What do you want to be known for?

WELLBEING AND ENGAGEMENT STRATEGIES

Harvest Home 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

- 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, Positive Climate data and School level assessment data
- teachers at Harvest Home Primary School use the School Wide Positive Behaviour Support (SWPBS) framework to ensure an explicit, common, and consistent approach to expected behaviours is embedded into all facets of school life
- Through SWPBS our staff and students, participate in programs such as:
 - Respectful Relationships
 - Bravehearts
 - Inform & Empower (cybersafety education)
 - Mindfulness (school specialist subject)
- teachers at Harvest Home 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 families 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 learning communities, and formally in school assemblies and communication to families
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Buzz Leaders and other forums including year group meetings and Peer Support. Students are also encouraged to speak with their teachers and school leadership whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through Lunchtime Engagement clubs, Athletics Days, Camps, Multi-year Incursions/Excursions and Buddy programs
- all students are welcome to self-refer to the Positive Climate, School First aid Staff, School Leadership team, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e. personal and social capability lessons)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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

- Each Learning Community has access to a PLC leader, Mental Health Practitioner, Positive Climate Learning Specialists, Teaching Learning Specialist, Educational Leader and Principal Class.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture, through a range of supports including, Acknowledgement of Country performed as suitable, Koorie Literacy and Numeracy Program funding (as applicable), Tutor Learning Initiative, Koorie Individual Education Plans, Student Support Group meetings, Korrie Kids Club, and a wide range of Indigenous resources and school displays.
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through the employment of an EAL Learning Specialist
- We support learning and wellbeing outcomes of students from refugee background through school-based transition leaders, state school relief access, provision of lunch (if required), booking interpreters (if required) liaison with language schools (if required) and regular check ins with positive climate team. The school also would liaise with family/carer as required.
- We provide a positive and respectful learning environment for all our students, including those who may identify as LGBTIQ+ and liaise with Safe Schools, as well as Topics 7 & 8 as part of the school RR lessons.
- 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. Care team meetings are also attended in conjunction with support from LOOKOUT.
- 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 have student support groups meets and individual education plans (for PSD funded students).
- Staff will access trauma-informed approaches to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

Harvest Home 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 the 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
- considering if any environmental changes need to be made, for example changing the learning space set up, or allowing for movement breaks
- referring the student to:
 - school-based wellbeing supports (i.e., Educational support staff)
 - Positive climate team

- Appropriate external supports such as council-based family services, other allied health professionals, Mental health services, and/or Child First

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement 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.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Harvest Home Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Positive Climate team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Harvest Home 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 collected at enrolment
- personal, health, and learning information collected whilst the student is enrolled
- attendance records kept
- academic performance monitored
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance and suspension data monitored
- engagement with families
- self-referrals (based on school daily wellbeing check-in tools)
- referrals from teachers (from observations, and based on school daily wellbeing check-in tools)

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.

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.

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are part of our school's School Wide Positive Behaviour Support framework. Our school expected behaviours are Being Safe, Being your Best and Being Respectful.

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, Harvest Home Primary School will institute a 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 consequences undertaken by teachers and other school staff.

Our school considers, explores, and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, loss of privileges, or being removed 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 and explain what has taken place.

Disciplinary measures that may be applied include:

- Moving the student on traffic lights (warning and redirecting instructions from the teacher)
- Student completes reflection sheet
- Restorative Conversations
- Withdrawal of privileges (such as loss of outside playtime)
- Referral to the Educational Leader or Positive Climate Staff
- Behaviour support and intervention meetings
- Suspension (School-based and/or home-based)
- Expulsion

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal class of Harvest Home 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.

ENGAGING WITH FAMILIES

Harvest Home Primary School values the input of parents and carers, and we will strive to support families to engage in their children'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 home learning 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.

EVALUATION

Harvest Home 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 chronicle data
- Student wellbeing check-in data
- Incident report data
- School reports
- Parent survey
- Case management
- Cases21, including attendance and absence data
- Socs

Harvest Home Primary School will also regularly monitor Compass to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

COMMUNICATION

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

- Available publicly on our school's website
- Referenced in the staff induction process
- Discussed at staff briefings/meetings, as required
- Discussed at parent information nights/sessions, as required
- Included as annual reference in school newsletter, as required
- Made available in hard copy from a Principal class member, 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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	September, 2023
Consultation	School Council - October 2023
Approved by	Andrew Bouzikas (Principal)
Next scheduled review date	September, 2025