

POLICY TITLE: Student Wellbeing and Engagement Policy

DATE RATIFIED: June 2024

REVIEW DATE: June 2026

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

Critical Engagement
with the World

Academic Excellence

Inclusive Learning
Environment

Personal and Social
Wellbeing

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.

Essendon 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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School profile

At Essendon North Primary School, our vision is to be *'Global learners and leaders, exceeding expectations.'* Our mission is *'We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.'* We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are *Brave, Bold and Connected*. Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP). This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

The entire school community is actively involved in the life of the school and shares a commitment to being an innovative leader in education. The School Council and the Executive Team are partners in providing a unified purpose and direction for achieving a quality education for every child. Parent involvement and engagement in student learning is valued and actively promoted. Parents are encouraged to assist with classroom programs and are involved in regular whole school events.

Our school officially opened on September 9th, 1920 and is located in Wurundjeri Woi Wurrung Country on Keilor Road in the suburb of North Essendon, Melbourne, Victoria, Australia. In 2020, we celebrated our school's centenary and continue to be very proud of our rich history and community connections.

Essendon North Primary School is approximately 12 km north-west from Melbourne's Central Business District and our Local Government area is the City of Moonee Valley. A total of 610 students are enrolled in 2022. Our evolving demographic now boasts 36 percent of students with English as an Additional Language (EAL). In 2022 there are twenty-six grades from Foundation to Year Six.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years Three to Six our focus builds breadth and depth. This approach, complemented by a clear focus on student achievement, provides solid foundations for students to access rich and diverse learning experiences. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through a lens of wellbeing.

Our school offers a range of specialist and extracurricular programs including languages education in Chinese (Mandarin), Visual and Performing Arts, Health and Wellbeing, Physical Education, English as an Additional Language (EAL) support, interschool sport, Perceptual Motor Program (PMP), choir, instrumental music tuition, student agency, leadership and voice, Buddy Program, Lunch Clubs, Camping Program, incursions and excursions, and an Out of School Hours Care Program. We have developed a comprehensive program and service structure for students with additional and complex needs including participation in the Victorian Student Excellence Program and external opportunities (Gateways, ICAS, Science Talent Search) and comprehensive support for students with disabilities (PSD) and students at risk.

Please visit our school website at www.enps.vic.edu.au for further information about our school.

School values, philosophy and vision

At Essendon North Primary School, our vision is to be ‘Global learners and leaders, exceeding expectations.’ Our mission is ‘We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.’ We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are *Brave, Bold* and *Connected*. Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP). This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

Essendon North Primary School Guiding Statements

Vision			
Global learners and leaders, exceeding expectations.			
Mission We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.		BRAVE BOLD CONNECTED	
Critical Engagement with the World	Academic Excellence	Inclusive Learning Environment	Personal and Social Wellbeing
Personal and Social Wellbeing		Academic Excellence	
<ul style="list-style-type: none"> Develop the whole person; socially, emotionally, academically and physically All members of the community demonstrate values of respect and social responsibility Promote student voice to encourage ownership and motivation Implement restorative practices to build and enhance relationships in the school community Demonstrate resilience to persevere and solve problems Promote the right to be happy and safe at school Adaptable to change 		<ul style="list-style-type: none"> Clear and explicit focus on the learning essentials to be literate and numerate Innovation through inquiry Rigour and challenge for academic engagement and success Future technologies embedded in learning and teaching Evidenced based practice designed to add value and maximise the potential of the individual Accountability to self and others as learners Opportunities for individual curricular and and extra curricular pursuits A guaranteed and viable curriculum based on the International Baccalaureate Primary Years Programme and the Victorian Curriculum 	
Vision: Global learners and leavers, exceeding expectations. Mission: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.			
Inclusive Learning Environment		Critical Engagement with the World	
<ul style="list-style-type: none"> A positive and orderly learning environment that promotes safety and a sense of belonging A collaborative culture that nurtures and supports learning Demonstrate pride and respect for our community Promote a productive and challenging environment that inspires excellence and maximises potential through personalised learning Promote independence, interdependence and self-motivation 		<ul style="list-style-type: none"> Development of a disposition of ‘self’ and personal identity Respectfully engaging with other cultures and perspectives through intercultural awareness and understanding Create a depth of learning that inspires active and compassionate global citizens Opportunities to learn and experience language and cultures other than our own Adaptable to change 	

Wellbeing and engagement strategies

Essendon 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

- High and consistent expectations of all staff, students and parents and carers regarding behaviour and engagement.
- 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 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.
- Delivering a broad curriculum to ensure that students are able to engage in subjects and programs that are tailored to their interests, strengths and aspirations.
- Teachers at Essendon North Primary School use Respectful Relationships and the Resilience Project instructional frameworks 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 Essendon 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.
- Teachers at Essendon North Primary School use the School-Wide Positive Behaviour Support (SWPBS) framework to foster a positive school environment, promote appropriate student behaviour, and enhance learning through clearly defined expectations.
- Our school's Guiding Statements 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 progressing throughout their schooling, including pre-school to Foundation, 'Step-Up' Day, Student Support Group Meetings, Learning Support Group Meetings, Accelerus Handover Notes, Student Transition Meetings and Year Six to Year Seven.
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level. Our dedicated Enrolments Officer and Administration Team work collaboratively to monitor student attendance data and support families, as detailed in our [Attendance Policy](#).

- Opportunities for students to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Student Wellbeing Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross—age connections amongst students through school performances, athletics, music programs and buddy support programs.
- All students are welcome to self-refer to the Mental Health and Wellbeing Leader, Student Wellbeing Coordinator, First Aid Team, 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.
- We engage in school wide positive behaviour support with our staff and students, to actively promote positive, safe and supportive behaviours utilising programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - The Resilience Project
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. emotional regulation, social skills and conflict resolution).
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- 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 cohort has a Professional Learning Community Leader and Wellbeing Team Representative who monitors the health and wellbeing of students in their cohort, and acts as a point of contact for students who may need additional support.
- 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 – refer to our Action Plan for Aboriginal Learning, Wellbeing and Safety for further information.
- Our English as an additional language (EAL) students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included in our school, including through the specific use of targeted curriculum, bilingual texts and specific teaching and learning opportunities.
- We support learning and wellbeing outcomes of students from refugee background through our Programme of Inquiry and through targeted intervention and support with our Student Wellbeing Coordinator and our EAL Coordinator.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ+ Student Support](#).
- 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 Education 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.
- 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

Essendon 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 students and their parents/carers 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 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.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing Attendance Improvement Plans in collaboration with the student and their family.
- Engaging with our regional Koorie Engagement Support Officers.
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
- facilitating Learning Support Group meetings for all students
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Essendon North Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. The Mental Health and Wellbeing Leader, Principal and Assistant Principal work closely with the Student Support Services (SSS) Team to identify needs within the student community, and implement appropriate actions whether they be universal, targeted or individual. Regular Health and Wellbeing Key Contact (HAWKC) meetings are run to monitor and action the wellbeing needs of the community. Essendon 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
- Year Level Behaviour Trackers
- Year Level Wellbeing Trackers aligned with the Children's Wellbeing Continuum
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation - documented on Compass via a Chronicle
- attendance, detention and suspension data
- engagement with families
- Google Form Student Check-in data
- self-referrals or referrals from peers.

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 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:

- actively engage in the educational programs at Essendon North Primary School
- display positive behaviours that demonstrate safety, kindness and 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 and Concerns Policy, available on the [Policy Page](#) of our School Website.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Guiding Statements, Statement of Values, Code of Conduct, Digital Citizenship Agreement, School-Wide Positive Behaviour Support (SWPBS) framework and Classroom Essential Agreements.

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, available on the [Policy Page](#) of our School Website.

When a student acts in breach of the behaviour standards of our school community, Essendon North Primary School will enact 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 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 (*see ENPS Staged Management Response below*):

- 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
- ongoing monitoring or restriction of play to certain areas
- referral to the Year Level Professional Learning Community Leader
- restorative practices
- restorative community engagement tasks, such as environmental duty
- parent contact
- 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>

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 Essendon 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.

School Wide Positive Behaviour Support Matrix

	During learning time <small>During class time with a teacher (including library, specialist & assemblies)</small>	During break time <small>Before school, after school, recess and lunchtime</small>	Bathrooms use <small>Including sinks and drink taps</small>	Moving around the school <small>Moving between and within learning spaces</small>	Online and when using devices <small>At school, or when linked to school work or school people</small>
Safe	<ul style="list-style-type: none"> We use equipment and resources for its intended purpose We notify the teacher when we feel unsafe We respect other people's personal space We keep hands, feet and objects to ourselves We walk and move through the class calmly 	<ul style="list-style-type: none"> We walk around the school and only run in agreed-upon areas, such as the oval We follow agreed-upon rules when playing together We keep hands, feet and objects to ourselves We seek help from yard duty teachers We will follow our parents instructions to get to and from school safely 	<ul style="list-style-type: none"> We ask for permission to go to the toilet during learning time We go with a partner to the bathroom and wait for them We only use the toilet that is appropriate for us We wash our hands when we are finished We notify an adult of spills or problems 	<ul style="list-style-type: none"> We walk in a calm, orderly manner We follow the teacher and walk together as a class We keep our hands, feet and objects to ourselves We have our belongings organised before entering a space We only enter a room with the teacher's permission 	<ul style="list-style-type: none"> We notify adults about inappropriate behaviour and language We only use school-appropriate apps and sites We keep personal information to ourselves We ensure our iPad screen is visible to the teacher
Kind	<ul style="list-style-type: none"> We encourage each other's learning We include others and work collaboratively We help others We value everyone's ideas and opinions We share our learning resources 	<ul style="list-style-type: none"> We share equipment and return it We support others when they need it We are inclusive; we include others We solve problems while they are small We communicate clearly; clear is kind 	<ul style="list-style-type: none"> We help others in distress or in need We take turns We ensure that the space is usable for the next person We give people space when they need it 	<ul style="list-style-type: none"> We look after each other and help if needed We are mindful that others are learning We help others if they are lost or upset We aim to minimise disruption to the learning of others 	<ul style="list-style-type: none"> We use respectful language We teach others skills We acknowledge and appreciate others and their achievements We are upstanders, not bystanders
Respectful	<ul style="list-style-type: none"> We actively listen to our teachers and peers We are responsible for our resources We actively engage in learning tasks and do our best We show whole-body listening We speak at an appropriate volume and tone 	<ul style="list-style-type: none"> We put rubbish in the bins We sit calmly and eat in the our designated areas We listen to all teachers on duty We respect others' property and ask permission before using We use music time to get ourselves ready for class 	<ul style="list-style-type: none"> We respect each other's privacy We are quiet and sensible in the toilets We use water resources wisely We are in and out promptly We avoid using the toilet during learning time 	<ul style="list-style-type: none"> We speak at an appropriate noise level We give each other personal space We use appropriate language when moving around the school We take only what is required for a lesson We are mindful of plants, walkways and other environmental resources 	<ul style="list-style-type: none"> We ensure our devices are charged and ready for learning tasks We close all apps, programs and tabs that are unrelated to school We respect other's privacy We ensure honest and open use of devices

SWPBS Matrix



Staged Management Response

Minor Incidents <i>Teacher Managed</i>	Major Incidents <i>Referred to our Executive Team</i>	Conflict between students
<p>At Essendon North Primary School, minor incidents include:</p> <p>Inappropriate behaviours that are a breach of the Essendon North Primary School 'Code of Conduct' and classroom Essential Agreement expectations.</p>	<p>At Essendon North Primary School, major incidents include:</p> <ul style="list-style-type: none"> • Inappropriate behaviours that threaten or endanger the health, safety or wellbeing of others • Failing to comply with reasonable, clearly communicated instructions from school staff • Consistent physical and/or verbal behaviour that interferes with the wellbeing, safety or education of other students 	<p>At Essendon North Primary School, a conflict between students is defined as:</p> <p>A breakdown of relationships and interactions between students that impact on the health, wellbeing or safety of one or more of the students involved.</p>
<p>Potential response to initial breach:</p> <ul style="list-style-type: none"> • A reminder • A warning • Redirection • Discussion with a teacher • A restorative conversation 	<p>Potential response to the incident:</p> <ul style="list-style-type: none"> • Contact parents/carers to arrange restorative meeting and follow up actions and support strategies • Establishment of a Student Support Group to address needs and provide ongoing assistance • Restrictions to classroom or playground access for a period of time • Implementation of a Behaviour Management Strategy to develop appropriate behaviours • Referral to Student Support Services • Suspension following Department of Education and Training (DET) guidelines 	<p>Potential response to initial conflict:</p> <ul style="list-style-type: none"> • A restorative conversation focused on repairing relationships and an agreed outcome
<p>Potential response to subsequent breaches:</p> <ul style="list-style-type: none"> • Short time out • Loss of privilege • Restricted playground access 	<p>Potential response to the incident:</p> <ul style="list-style-type: none"> • Contact parents/carers to arrange restorative meeting and follow up actions and support strategies • Establishment of a Student Support Group to address needs and provide ongoing assistance • Restrictions to classroom or playground access for a period of time • Implementation of a Behaviour Management Strategy to develop appropriate behaviours • Referral to Student Support Services • Suspension following Department of Education and Training (DET) guidelines 	<p>Potential response to subsequent conflict:</p> <ul style="list-style-type: none"> • A restorative justice conversation focused on repairing relationships and an agreed outcome • Possible restrictions to classroom or playground access for a period of time
<p>Potential response to ongoing breaches:</p> <ul style="list-style-type: none"> • Contact parents/carers • Escalation to major incident 	<p>Potential response to the incident:</p> <ul style="list-style-type: none"> • Contact parents/carers to arrange restorative meeting and follow up actions and support strategies • Establishment of a Student Support Group to address needs and provide ongoing assistance • Restrictions to classroom or playground access for a period of time • Implementation of a Behaviour Management Strategy to develop appropriate behaviours • Referral to Student Support Services • Suspension following Department of Education and Training (DET) guidelines 	<p>Potential response to ongoing conflict:</p> <ul style="list-style-type: none"> • Contact parents/carers • Escalation to major incident
<p>In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:</p> <p><i>Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.</i></p> <p><i>Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).</i></p> <p><i>Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.</i></p>		<p><i>Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.</i></p> <p><i>Conversations may include:</i></p> <ul style="list-style-type: none"> • Can you tell us what happened? • What did you think when it happened? • Is this fair? • How can we make things better? • Do you agree? Is that okay? • How can we make sure this doesn't happen again?

Engaging with families

Essendon 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
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home learning experiences 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 Learning Support Groups, and developing individual plans for students.

Evaluation

Essendon 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, including the Attitudes to School Survey Data and The Resilient Youth Australia Survey
- classroom level wellbeing check-ins and surveys created and monitored by Classroom Teachers (such as google forms)
- Bully Stoppers Data Collection tool
- incidents data, including Chronicle Entries on Compass
- discussion and consultation with students and parent/carers
- school reports and tracking of academic achievement
- Parent Opinion Survey Data
- Student Support Group and Learning Support Group Meetings
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)
- Health and Wellbeing Key Contact (HWKC) Meetings with Student Support Services

Essendon 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. Proposed amendments to this policy will be discussed with student representative groups, parents groups, the Wellbeing Team, Essendon North Primary School staff and School Council.

COMMUNICATION

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

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request

RELATED POLICIES

- Bullying Prevention
- Child Safety Code of Conduct
- Complaints Policy
- Duty of Care Policy
- Essendon North Primary School Guiding Statements
- Inclusion and Diversity Policy
- Respect for School Staff

RELATED DEPARTMENT POLICIES

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQA+ Student Support Policy](#)

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in this policy please contact Essendon North Primary School on (03) 9379 3979.

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	June 2024
Consultation	Junior School Council ENPS Wellbeing Team Mental Health and Wellbeing Leader Professional Learning Community Leader Meetings Whole Staff Child Safety Briefing ENPS School Newsletter School Council School Website
Approved By	Kate Barletta
Next Scheduled Review Date	June 2026 or earlier as required