



STUDENT ENGAGEMENT AND WELLBEING POLICY



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand this policy, please contact Heany Park Primary School on 9764 5533 or via email: heany.park.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.

Heany Park PS 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 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

Heany Park Primary School is located in the outer east suburb of Rowville. The school was established in 1993, a milestone celebrated in 2023 was its 30th birthday. The school became an authorised International Baccalaureate World School offering the Primary Years Programme in 2017

The school works with other primary schools from the Knox network, Outer East region and also closely links with other International Baccalaureate World Schools in Victoria. The school has ties with Rowville Secondary College and works on joint learning initiatives. School staff work closely with neighbouring preschools and participate in Kinder Liaison Meetings with other Rowville Pre-Schools and Child Care Centres.

The school caters for students from diverse cultural backgrounds. In 2025 the School Family Occupation Education (SFOE) index is 0.2051. 310 students were enrolled in 2025.

The school is situated on expansive grounds and comprises modern buildings. The school is organised in four main areas, the Foundation building, the Junior School which is part of the main admin block, the Middle School, the Senior School (BER building). The school has a large Library/Learning Centre, Gymnasium, Visual Arts room, Music and Performing Arts room and Chinese Mandarin room. Outdoor spaces include two playgrounds, passive play areas and grassed and hard playing surfaces.

The environmental atrium (located in the main building), hosts a rainforest and desert area and is home for 5 animals (2 blue tongue lizards, 1 bearded dragon and 2 water dragons).

The International Baccalaureate Primary Years Programme teaches subject knowledge and skills, conceptual understandings, approaches to learning and attitudinal development in a transdisciplinary way through the Programme of Inquiry i.e. 6 units of inquiry each year, 42 from F-6. This programme of inquiry is carefully designed and balanced horizontally and vertically to achieve an empowering, relevant, engaging and challenging curriculum. Subjects taught by specialist staff include Physical Education, Visual Arts, Performing Arts and Indonesian. The school mission statement was developed involving all stake holders. This sits side by side with the IB mission statement, both equally of importance and relevance. The core school values of Respect, Integrity, Acceptance and Lifelong Learning are supported by and described in the learner profile and attitudes and are promoted in everything the whole school community engages in, from curriculum development to fund raising decisions. Digital technology is used to enhance learning and is available in the form of iPads, notebook computers and recently installed interactive television screens. It is used in all learning spaces to motivate, inspire, inform and provide feedback on learning. Additional support is provided through a Literacy Support program and Numeracy Support program giving targeted practice at the point of need. Students are extended in Mathematics in years 5 and 6 through the involvement in Maths Olympiads, an Australasia wide problem solving competition.

Extra curricula programs include camps from Years 3-6, a Foundation to Year 2 Swimming Program, excursions, Interschool Sport, Choir, Band, Instrumental music, Keyboard/Piano, Dance competitions, Chinese Mandarin classes and a range of special programs and events. All students each year have the opportunity to participate in a Performing Arts Event to showcase their learning.

The school's pedagogical leadership team comprises of the Principal, Assistant Principal, PYP Coordinator, Literacy Learning Specialist and Numeracy Learning Specialist/Coach supported by Team Leaders from each sub-school – Foundation, Junior, Middle and Senior. The structure adopted is a distributive leadership model and all teachers have a leadership role through their membership of vertical professional learning teams. Each teacher has a leadership responsibility within their horizontal team to promote the work of their vertical PLT. All classroom teachers are involved in 120 minutes of collaborative planning within the school day. Subject specific specialist teachers are involved in 40 / 60 minutes each week.

There is a strong commitment to fostering student wellbeing, by inspiring and motivating students in an engaging, challenging, significant and relevant curriculum. Student voice, choice and agency is promoted throughout the curriculum. Student voice is recruited through Junior School Council and student leadership opportunities. School Support Staff include a Psychologist, and Speech Pathologist on a part-time basis. The Assistant Principal manages wellbeing in the school and liaises with these professionals to best cater for student needs. All current teachers are trained in the use of 'restorative chats' to support student behaviour management.

School Council and its subcommittees support programs and whole school activities. Parent/family classroom helpers assist with a range of programs including reading and the Perceptual Motor Skills Program, and parents provide valuable support on excursions and camps.

2. School values, philosophy and vision

Heany Park's commitment to the International Baccalaureate Philosophy and the school's core values are integral to the work that we do and provide the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Integrity, Acceptance and Lifelong Learning

The ultimate aim of the IB PYP programme is to develop students who are internationally minded. The school actively values diversity and fosters inclusion by operating the PYP programme, which is underpinned by the IB Mission Statement, the school's Mission Statement and the IB Learner Profile.

School's Mission Statement:

'Heany Park Primary School is a child centred community, empowering students to be inquiring, responsible, compassionate and globally minded citizens.

Our teaching and learning embodies our school values and drives the development of challenging and engaging programmes.'

This enables our students to become lifelong learners, who take action to promote a peaceful and sustainable world through respect and understanding.

IB Learner Profile	
Balanced	Open Minded
Caring	Principled
Communicators	Reflective
Inquirers	Risk Takers
Knowledgeable	Thinkers

The Learner Profile attributes are evident in every learning space. They are frequently acknowledged in the 'HPPS Student Achievement Awards' presented at fortnightly whole school assemblies.

Curriculum planning includes designing tasks to unpack the meaning of the Learner Profile attributes and include examples in literature and the world in which we live.

Vision, values and culture are promoted through various mediums such as the Whole School Newsletter, Curriculum Newsletters and Learning in the Classroom Newsletter, the school's website and Facebook page. Celebration of Learning Assemblies are conducted each semester, for each year level to showcase their learning. Regular whole school assembly items also promote student learning. Culminating events are conducted for some Units of Inquiry.

Heany Park PS Acknowledgment to Country – was developed by students with Arbup Peters, a Koorie Education Support Officer. This begins each assembly.

"I would like to acknowledge the Traditional Owners of the land we are meeting on today, the Wurundjeri and Bunurong people of the Kulin Nations.

I would like to pay my respects to their elders past and present and to all the elders of the Victorian Communities. In the true name of Reconciliation I would like to acknowledge all people of all nations and nationalities."

3. Wellbeing and Engagement strategies

Inclusion and Diversity

Heany Park 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.

All students are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Our school acknowledges and celebrates the diversity of backgrounds and experiences in our school community and does not tolerate behaviours, language or practices that label, stereotype or demean others.

Heany Park Primary School will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities, (e.g. schools sports, concerts, camps, incursions and excursions), on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students.

A whole school approach to the health and wellbeing of students is supported with school policies. The PYP Programme of Inquiry strengthens students' cognitive understanding of factors that influence social and emotional wellbeing. Students learn about self-management skills and how best to employ these in their lives.

Heany Park 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

The school's IB curriculum offers a significant, engaging, relevant and challenging program.

Collaborative team planning strives to develop high quality, engaging provocations and learning tasks to stimulate student learning.

Students are given choice to demonstrate their learning with different processes and products.

- High and consistent expectations of all staff, students and parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive
- 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 Heany Park Primary School incorporate both the IB Primary Years Programme and Victorian Curriculum to ensure a common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- Teachers at Heany Park 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 Core Values and IB Learner Profile 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 support students moving into different stages of their schooling i.e. transition from pre-school to Foundation and transition from Year 6 to secondary school
- Positive behaviour and student achievement is acknowledged in the classroom and formally in whole school assemblies and communication to parents. Celebration of Learning assemblies showcase students' learning.
- Monitoring student attendance and implementing 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 Student Representative Council and other forums including, year level and class meetings and peer support groups, including Playground Peer Mediators. Students are also encouraged to speak with their teachers, Level Coordinator, Wellbeing Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections and learning amongst students through the school's Buddy Program
- All students are welcome to self-refer to the Level Leaders, Wellbeing Leader, 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, which includes programs such as:
 - Playground Peer Mediators
 - Respectful Relationships
 - The Thrive Approach
- Programs, incursions and excursions developed to address issue specific behaviour (e.g. Bullying – No Way)
- 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.
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Targeted

- Each area of the school has a Team Leader, who along with the team is responsible for monitoring the health and wellbeing of students in their team, and act 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. *They will be connected to a Koorie Education Support Officer. They will have an Individual education Plan each semester at a minimum.*
- English as a second language students are supported within their class program and with additional small group support if required, and all cultural and linguistically diverse students are supported to

feel safe and included in our school including through The thrive Approach and the IB PYP programme.

- We support learning and wellbeing outcomes of students from refugee background The Thrive Approach
- 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 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
- 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

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Heany Park 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
- 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 Orange Door
 - 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 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.

4. Identifying students in need of support

Heany Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Principal Team and all staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Heany Park will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community. Essential Agreements are collaboratively developed and reviewed as required by all grades and learning areas, Student Representative Council Representatives, Professional Learning Team members and School Council, to clearly identify expectations and responsibilities.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school

leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values, IB Learner Profile and the school's Mission Statement. Student bullying behaviour will be responded to consistently with Heany Park Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Heany Park 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.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate and making explicit what needs to stop and what needs to start*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *yard duty*
- *time out at recess and / or lunch*
- *reflective writing*
- *restorative practices*
- *behaviour reviews*
- *internal / external suspension*

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in particular 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 Heany Park Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Heany Park 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 and learning opportunities
- 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.

8. Evaluation

Heany Park 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
- attendance data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

For more detailed information, refer to following school policies and related documentation, which can be found on the school's website:

- Mission / Philosophy Statement
- Learner Profile and Values
- Parent Complaints Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Child Safety Policy
- Student Mobile Phones Policy

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	February 2025
Consultation	Parent Consultation via COMPASS: February 2025
Approved by	School Principal: February 2025
Next review date	February 2027