



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Boneo Primary School on 03 5988 6253 or boneo.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.

Boneo 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
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

At Boneo Primary School, our vision is to empower every student to achieve excellence through high-quality, relevant and engaging learning experiences that foster a lifelong passion for learning. Our mission is to deliver an education that equips students with the skills, knowledge and understanding necessary for success. We are committed to creating a dynamic and inclusive learning environment where every child feels a sense of belonging, with their individuality and diversity recognised, supported and celebrated.

Boneo Primary School, located on the picturesque Mornington Peninsula, is a vibrant primary school within the Victorian Government school system. As a cornerstone of our community, we are committed to embedding the core values of Respect, Empathy and Determination into all aspects of our educational practice.

Respect - In everything we do, we recognise the worth, quality, and importance of others, regardless of their differences.

Empathy - In everything we do, we will seek to understand another person's situation, feelings, and motives.

Determination - In everything we do, we understand that achieving our personal goals will take time and effort.

Our school caters for children from Foundation to Year 6. A total of 363 students were enrolled in 2024. The Student Family Occupation Education (SFOE) index of 0.312 indicates a low-medium number of children come from disadvantaged backgrounds. In 2024, the school's substantive Principal retired in May and the school had an Acting Principal for the remainder of the year, 1 Acting Assistant Principal, 1 Learning Specialist, 19 classroom teachers, 4 specialist teachers: Art, P.E, Music and S.T.E.M., 2 intervention teachers and 12 education support staff who cover the office and classroom programs.

A rich tapestry of enrichment and extracurricular activities, including sports events, music lessons, lunchtime clubs and community events, further enriches the educational journey of our students.

Our school's infrastructure, featuring well maintained classrooms and expansive grounds, fosters a conducive environment for learning and exploration.

Our strong partnership with parents and the wider community, exemplified through the active involvement of School Council and fundraising initiatives, underscores our collective commitment to excellence and the wellbeing of every member of our school community.

At Boneo Primary School, student leadership is not only encouraged but actively nurtured, beginning from Year 1 and continuing through to Year 6. Through initiatives such as our Junior School Council, students are empowered to have a meaningful voice in shaping the direction of our school community.

We have a connected community that works tirelessly to support the school through participation in events each term. We have strong ties with the local Boneo Cricket Club and Boneo Tennis Club, jointly running the monthly Boneo Community Market.

2. School values, philosophy and vision

Boneo Primary School's Statement of Values and School Philosophy is integral to the work that we do and is 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 and kindness at every opportunity. Our philosophy is to provide an engaging and exciting learning environment. We are committed to a holistic approach to the growth and development of each child.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our mission is to foster gratitude and empathy, strengthening students' resilience in the face of challenges. We strive to nurture confidence, self-worth and a deep respect for oneself, others and the world. Through a supportive and dynamic learning environment, we cultivate curiosity, encourage collaboration, and inspire excellence by challenging students' thinking and igniting a lifelong passion for learning.

Our Statement of Values is available online at: <https://boneops.vic.edu.au/policies/>

3. Wellbeing and engagement strategies

Boneo 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.

Boneo Primary School has committed to implementing restorative practices and the Berry Street Educational Model. The school utilises tools including: Zones of Regulation, Circle time and The Learning Pit to support student

behaviour and conflict resolution. We have a dedicated wellbeing space at the school, 'The Echidna Lounge', and all students participate in weekly Respectful Relationships sessions throughout the year.

To support student wellbeing, the school implements a range of approaches including:

- **Proactive Attendance Monitoring:** School Leaders track attendance through Compass, ensuring early intervention when needed.
- **Tailored Wellbeing Support:** A tiered approach to wellbeing intervention.
- **Student Wellbeing Tracking:** Individual student profiles and wellbeing trackers to provide timely and appropriate support.
- **Staff Professional Learning:** staff engage in training to better recognise, respond to and refer students for additional support. We work closely with professionals from the Department of Education, paraprofessionals and agencies such as Orange Door and OzChild.
- **Respectful Relationships:** This program is embedded in all weekly learning from Prep to Year 6, fostering empathy, inclusivity and positive social skills.
- **Student-Centered Learning:** Students receive timely, specific feedback and play an active role in co-designing their learning journey.
- **Age-Appropriate Education:** We have implemented the 'Talking the Talk' program to teach students about sexuality education and consent in a developmentally appropriate way.

Universal

- 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 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 including school developed student surveys
- Teachers at Boneo Primary School follow the Instructional Model 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 Boneo Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring 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 Junior School Council, surveys and other forums including class meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through Wellbeing Fridays.

- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Berry Street Educational Model
 - The Resilience Project
- Programs, incursions and excursions developed to address issue specific needs or behaviour
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy 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 year level has an assigned senior teacher, who monitor the health and wellbeing of students in their year, 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 culture
- All students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Boneo 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 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 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

Boneo Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The school Leadership team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Boneo Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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

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.

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 and management

Behavioural expectations of students are grounded in our school's Statement of Values, Student code of conduct and staged response to managing inappropriate student behaviour.

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, Boneo Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to a member of the leadership team
- restorative practices
- detentions
- 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.

The Principal of Boneo 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

Boneo 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 developing individual plans for students.

8. Evaluation

Boneo 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
- case management
- CASES21, including attendance and absence data
- SOCS

Boneo Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website or Compass
- Included in staff induction processes
- Included in transition and enrolment packs
- Made available in hard copy from school administration 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](#)

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](#)
- [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

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Consultation	School Council
Approved by	Principal
Next scheduled review date	Before April 2027