



Wantirna
Primary School

Wellbeing Handbook

Our Vision; that we work to empower learners, foster respectful relationships and set high expectations for all.

Our philosophy; that our students feel strong, inquisitive and nurtured. They will seek to contribute with enthusiasm and joy.

Our school motto 'Engage, Explore and Excel' is alive in all that we offer at Wantirna Primary School. We strive to ensure that every child feels safe, happy and confident within themselves and works with a growth mindset.

Wellbeing at Wantirna PS

Our school culture is built on care and respect where partnerships between home and school are paramount and nurtured.

Our teaching and support staff are dedicated to student progress and wellbeing, ensuring every child achieves to their potential. Learning is personalised and tailored to student needs. Families are invited to be active participants by assisting and supporting student growth, both in the classroom and at home.

Wellbeing Team at Wantirna PS

Amanda Breeden Walton - Principal

Helen Edwards – School Wide Positive Behaviour Leader and Mental Health and Wellbeing Leader

Lauren Wards, Emily Ekins, Aimee Topp- Classroom Teachers

Attendance and Engagement

Attending school every day helps students feel connected, engaged and supported, which the Victorian Department of Education identifies as vital for student wellbeing and success. Students who attend regularly are more connected to peers, build strong learning routines and experience better long-term outcomes. Parents have a legal responsibility to ensure their child attends school each day and to notify the school before 8:45am if their child is absent, including providing a written explanation.

Students must arrive between **8:50am and 8:55am** so they can unpack, settle in and be ready for learning at 9:00am. Repeated lateness or early departures require sign-in/sign-out at the main office and may lead to an attendance meeting if ongoing.

Arrival Times

- Students arrive **from 8:50am**.
- The bell rings at **8:55am** for classroom entry.
- Learning begins at **9:00am**.

Ensuring your child attends every day and arrives on time supports a positive start to the school day and strengthens their overall wellbeing.

For more information about attendance please read our Parent Handbook and Attendance Policy available on our website.

Wellbeing programs at Wantirna Primary School

Wantirna Primary School adopts a School Wide Positive Behaviour Support (SWPBS) framework to bring together our school community to develop positive, safe and supportive learning cultures. The framework aims to improve social,

School Wide Positive Behaviour Support (SWPBS)

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, and supportive learning cultures.

SWPBS assists students and staff in benefiting from.

- * increased respectful and positive behaviour
- * strengthen social-emotional wellbeing
- * build positive, respectful relationships between students and staff
- * create safe, orderly, and supportive school environments.

By implementing SWPBS at Wantirna Primary we;

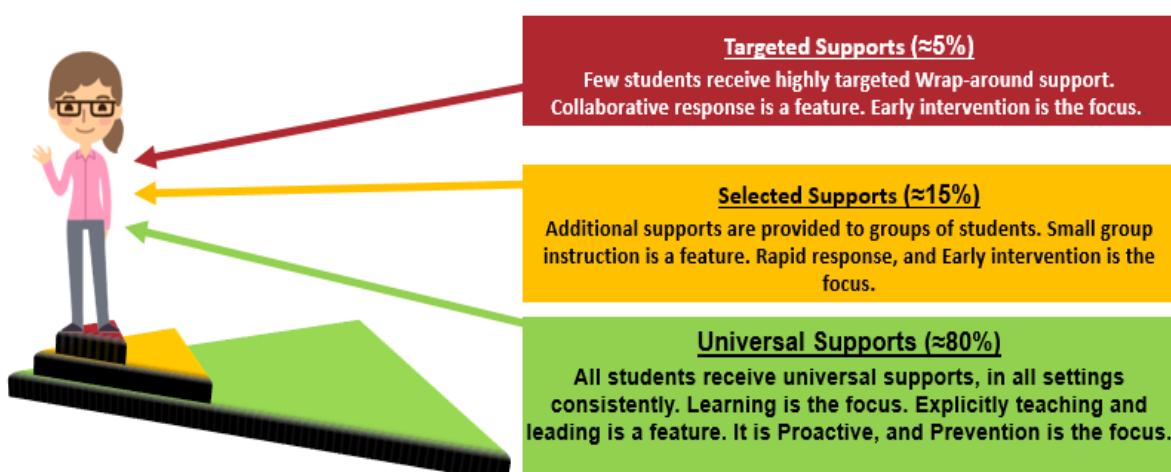
- * have increased time focused on instruction
- * common philosophy and purpose
- * can identify and use evidence-based instructional practices
- * create a predictable learning environment with improved perceptions of safety and increased attendance
- * improve social, emotional, behavioural and academic outcomes for children and young people.
- * provide ongoing training and coaching to staff
- * partner with students, families, and communities to ensure fairness and consistency
- * use data to monitor progress and improve practices.
- * have a common language to discuss behaviour

Multi-tiered systems of support

SWPBS uses a tiered intervention framework which invests in:

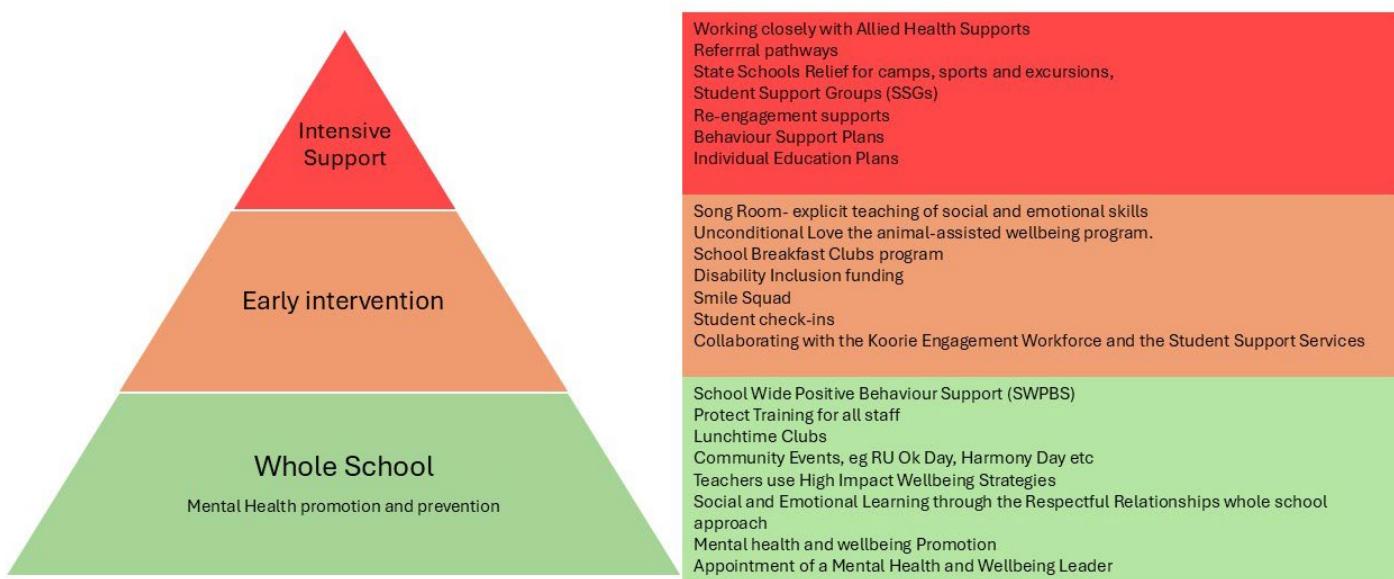
- * primary prevention (tier 1): supports for all students, staff and settings
- * secondary prevention (tier 2): additional specialised group systems for students with at-risk behaviour
- * tertiary prevention (tier 3): specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention.

To ensure that students at Wantirna Primary School receive what they need to be successful, we use the continuum of support which is described below:



Some of the supports on offer at Wantirna Primary School;

Mental Health and Wellbeing supports at Wantirna Primary School



Wantirna Primary School provides a range of supports to help students feel connected, safe and engaged throughout the school day. Alongside our wellbeing programs, we offer several informal supports that give students extra opportunities to build friendships and feel supported at school.

These include our **Breakfast Club** (held on **Tuesdays and Thursdays**) and a variety of **Lunch Clubs**, which run across the week. Current lunchtime options include:

- **Drawing Club**
- **Puzzles Club**
- **Gardening Club**
- **Lego/Construction Club**
- **Student leadership**

These clubs provide safe, welcoming spaces for students to explore interests, make connections and enjoy positive social experiences.

Buddy Program

Our whole school Buddy program works by pairing new primary school students with an older buddy, helping students entering their first year of primary school to feel safe, valued and connected to the school community.

The framework builds strong relationships which research shows children benefit from immensely - with younger students feeling safe and cared for, and older students feeling valued and respected.

Buddies meet regularly to complete activities together.

School Care Values

As a school community, we have created a set of values which reflect our philosophy and community at WPS. These values underpin the way in which we engage with; students, teachers and families to support a flourishing school community. Our values are also explicitly taught in our Start Up Program and wellbeing classes throughout the year. The Start up Program is held in the first two weeks of the year with students take part in a range of activities teaching our school values- compassion, achievement, respect and engagement. During this time teachers focus on building expectations based on the CARE Values and the common language across the school.

COMPASSION- We care for others, display empathy and treat all with kindness.

ACHIEVEMENT- We celebrate our individual strengths, display courage in our learning, set and strive to achieve our goals.

RESPECT- We are accepting of others, considerate of our resources and listen and respond to others with courtesy.

ENGAGEMENT- We are open to new ideas, ask thoughtful questions and participate in all areas of our learning.

Our Values chart is displayed in all settings across the school and acts as a reminder of the behaviours we would expect to see in the classroom, the playground, when moving around the school, in the toilets, and the Out of School Hours Care areas. A clear set of behaviour expectations have been developed around our values of Compassion, Achievement, Respect and Engagement.



Positive Reinforcements and Rewards

As part of our SWPBS framework, we use rewards to positively reinforce and celebrate the behaviours we want to see. Rewarding positive behaviour helps promote our school values, encourages students to make positive choices, and strengthens our sense of community. Each assembly our staff nominate students displaying the school values, all students nominated receive an award at assembly.



Students may receive praise, Value Tokens, house points, or Values Awards. Each class works towards a class reward, year levels work towards shared goals, and the whole school contributes to earning whole-school rewards.

Students are acknowledged in both the classroom and the yard. When they receive a Value Token, it is added to their class jar. Tokens are then collected and recorded on our Whole-School Token Tree. When the whole-school jar is full, all students celebrate with a whole-school reward. The whole-school reward is chosen by the students.

How we help students to follow our school values & behaviour expectations

Teachers work hard to teach students the skills they need to be the best person they can be. Some of the ways we help students are:

- * Acknowledging students when they are doing their best and using tokens
- * Teaching the school values and behaviours on our behaviour expectations matrix
- * Modelling the right way to behave if students are not making good choices
- * Setting up the learning environment to help students learn and feel safe



Our Behaviour Flowchart

We know everyone makes mistakes, and what matters is how we respond. At Wantirna Primary School, we support students to learn from their mistakes and build the skills to respond appropriately. Our Behaviour Management Flowchart provides a clear, consistent approach for teachers and promotes shared ownership with students and their families.

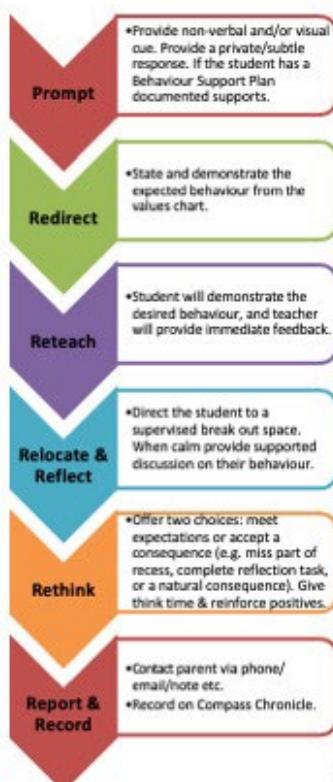
This flowchart is used by all staff to respond to student behaviour and can be referred to when speaking to the student as required.



Behaviour Flowchart

Our response to all student behaviours are; calm, consistent, timely and respectful.

MINOR BEHAVIOURS



Examples of Minor Behaviours

- Not showing Compassion
 - Excluding others
 - Not listening to peers when they are sharing.
 - Being unsupportive to peers- laughing at, boozing or jeering.
 - Not following the rules of the game, not taking turns with equipment.
 - Pushing or rushing to be first in line.
- Not showing Achievement
 - Not being open to feedback.
 - Refusing to borrow books for home reading or book box.
 - Not trying their best
 - Not completing the tasks



- Not showing Respect
 - Rough play
 - Misuse of technology
 - Physical contact without intent to harm
 - Inappropriate language- directed at self or others
 - Not following instructions/school rules.
 - Excluding others.
- Not showing Engagement
 - Causing disruptions to learning eg: calling out, interrupting, speaking out of turn
 - Out of bounds



Any repeated Minor Behaviours become Major behaviours

MAJOR BEHAVIOURS

Examples of Major Behaviours

- Not showing Compassion
 - Bullying
 - Harassment or discrimination
 - Targeted exclusion of peers
 - Intentional cruelty or teasing
 - Encouraging others to mock a peer

- Assess situation while monitoring safety.
- Remove triggers from the area if required. Provide space around the student.



- Not showing Achievement
 - Cheating or plagiarism
 - Defiance/Repeated refusal to participate in learning.
 - Sabotaging others learning e.g. erasing their work, damaging materials
 - Publicly discouraging others

- Evaluate the level of risk/safety and seek assistance from Principal if required using the 'red card'.



- Not showing Respect
 - Harassment or intimidation
 - Physical aggression- hitting, pushing, punching, kicking
 - Intentional property damage
 - Theft
 - Abusive language

- Principal/teacher to use calm open questions to determine the sequence of events ensuring everyone has a voice. This may be individual or in a group.



- Not showing Engagement
 - Intentionally leaving school grounds
 - Inappropriate technology use
 - Skipping class or learning intentionally
 - Using disengagement or withdrawal in a way that impacts learning or safety of others
 - Repeatedly disrupting others ability to participate

- Debrief with relevant parties and determine consequences.

- Contact parents/guardians in a timely manner.
- Record on Compass Chronicle.
- Report the reportable incidents to DET.

- Report & Record

Consequences

There might be times when students don't show our school values properly and they need to be reminded of what is expected. Teachers work with students to remind and re-teach them of what they should do. Sometimes students might get asked to reflect on their choices by stopping and thinking about the choice they have made, and how they will act next time. When a student is unable to use self-regulation to manage their emotions and begins to act in a way that threatens our rights and expectations, then specific consequences are used to assist that student to retake charge of themselves.

As part of our SWPBS approach we have developed procedures to discourage inappropriate behaviour and a matrix of expected behaviours which are displayed as our CARE value posters used by all staff and students.

Wellbeing Curriculum

Wantirna Primary School offers a range of programs to support the wellbeing of all students. Our curriculum includes **Respectful Relationships (RRRR)**, a core component of the Victorian Curriculum that focuses on emotional literacy, positive relationships, help-seeking skills and child safety. All levels at WPS follow the Respectful Relationships continuum, and just like maths or reading, these wellbeing lessons are planned and taught as part of our mandated DET curriculum.

We also implement **Open Parachute**, which builds students' resilience, self-awareness and mental health through age-appropriate lessons. Together with our SWPBS framework, these programs help us create a safe, inclusive and supportive environment where every student can thrive.

Bullying

As part of our wellbeing lessons teachers explicitly teach students the following definitions of bullying. Students also learn about how to tell if they are being bullied and are supported with this through a flowchart. They are encouraged to seek help from a trusted adult.

The following three circumstances must be present for a behaviour to fall into the category of bullying:

- * Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance.
- * Bullying is a repeated pattern of behaviour occurring on more than one occasion.
- * There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Types of bullying

There are four broad types of bullying:

- * physical bullying: includes hitting, kicking, tripping, pinching and pushing or damaging property.
- * verbal bullying: includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- * social bullying which includes consistently excluding another person or sharing information, images or other digital content that will have a harmful effect on the other person.

