

# STUDENT WELLBEING and ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the Parktone Primary School front office.

## 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.

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

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

## SCOPE

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

## CONTENTS

1. School profile
2. School values, philosophy, and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Parktone Primary School (Parktone PS) opened in 1961 and is situated in a quiet residential street in Parkdale in the City of Kingston. The school is on a 2.5-hectare site. The school is set in well-maintained grounds and has a variety of outdoor play areas for students. Classrooms are organised to maximise student learning and engagement. Teaching spaces support clear and effective explicit instruction. Classroom layouts are designed to meet the diverse needs of all students, promoting focus, participation, and success for every learner.

The school provides an approved curriculum framework including specialist subjects in Visual Arts, Physical Education, Performing Arts, STEAM and Japanese.

There are numerous extra-curricular activities available to children including after school sports, the Music Bus for guitar, piano, drums, and vocal tuition as well as lunch time clubs such as Lego, coding, art, aerobics, and music. The Working in Your Element electives program continues to provide an opportunity for students to choose programs based on their preferred learning styles and interests.

In a stimulating teaching and learning environment, individual students are supported and encouraged to develop their talents, leadership skills, build resilience and confidence, and have respect for themselves and others. Stephen Covey's '7 Habits of Highly Effective People' is a character development approach demonstrated by staff across all teaching and learning experiences. Sean Covey's '7 Habits of Happy Kids' is the strategy teachers are implementing to create highly effective children.

## **2. School values, philosophy, and vision**

Parktone'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 every opportunity.

### **Vision**

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine

### **Mission Statement**

Identify the talent, Develop the confidence, and Create the leader.

### **Core Values** aligned to *Stephen R. Covey's 7 Habits*

- Be proactive
- Begin with the end in mind
- Put first things first
- Think 'win win'
- Seek first to understand, then to be understood
- Synergise
- Sharpen the saw

## **3. Wellbeing and engagement strategies**

Parktone 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 connected to others. We acknowledge that some students may need extra social, emotional, or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging, and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Parktone Primary School use an instructional framework based on the Gradual Release of Responsibility framework to ensure an explicit, common, and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

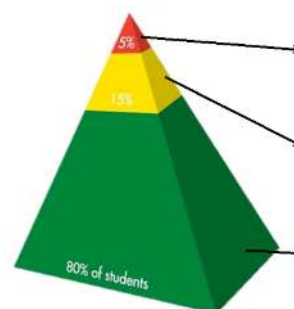
- teachers at Parktone Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School 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 to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level
- students are encouraged to contribute to and provide feedback on decisions about school operations through the Lighthouse Team and other forums including the school letterboxes, year level meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Buddies, sport programs, and peer support programs
- all students are invited to self-refer to their classroom teacher, Year Level Leaders, 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 wellbeing and learning
- programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e., cyber safety, Courage to Care)
- opportunities for student inclusion (i.e., Student Inclusion Lounge, Lunch Club, Student Inclusion Garden, 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.
- we engage in **school wide positive behaviour support** with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Restorative Practices
  - School Wide Positive Behaviour Support

**All staff utilise the following SWPBS practices in their classrooms:**

- Display the school -wide and classroom expectations matrices in classrooms
- Explicitly teach and practice classroom, and school wide expectations and routines (e.g. lining up, transitioning)
- Acknowledge and positively reinforce expected student behaviour using habit cards
- Collect data on frequent minor behaviour to inform appropriate interventions
- Explicitly teach focus behaviours through videos and circle time discussions

**Academic Systems**

- TIER THREE
- Individual students
  - Assessment-based
  - High intensity
- TIER TWO
- Some students (at risk)
  - High efficiency
  - Rapid response
- TIER ONE
- All students
  - Preventive, proactive



**Behavioural Systems**

- TIER THREE
- Individual students
  - Assessment-based
  - Intense, durable procedures
- TIER TWO
- Some students (at risk)
  - High efficiency
  - Rapid response
- TIER ONE
- All settings, all students
  - Preventive, proactive

## Targeted

- each year group has a Year Level Leader/Coordinator, a senior teacher responsible for their year, 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
- Koori students are supported to engage fully in their education, in a positive learning environment that recognises and appreciates the strength of Aboriginal and Torres Strait Islander culture – a Reconciliation Action Plan (RAP) is currently being developed. All staff at Parktone Primary School underwent Cultural Understanding and Safety Training (CUST) in 2019.
- all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- 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
- 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

Parktone 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 (also known as 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 Koori 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**

Parktone 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. Parktone 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 and suspension data
- engagement with families
- self-referrals or referrals from peers
- external support: Orange Door/Alfred CHYMS/Outlook
- learning and health information gathered from external providers e.g., occupational therapists, psychologists, tutors, speech therapists

#### **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
- be treated fairly and with respect
- learn and play in an inviting, sociable and positive environment
- 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 other members of the community and the school environment
- 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 approach a trusted teacher or a member of the school leadership team, and to speak to their parents or carers. 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](#) and [Student Code of Conduct](#).

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, Parktone 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 implements 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:

- restorative practices
- withdrawn from yard
- reported to leadership
- parents contacted
- reflection sheet
- parent meeting
- 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
- referral to the Year Level Coordinator or Assistant Principal or Principal
- reflection room
- 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 Parktone 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

Parktone 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

Parktone 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:

- Attitude to School (AtoSS) survey data
- SWPBS Big 5 Data
- Compass incidents data
- school reports
- parent/staff opinion surveys
- case management
- CASES21, including attendance and absence data
- SOCS

Parktone 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
- Included in staff induction processes
- Included as annual reference in school newsletter
- 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 and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)
- [Student Inclusion Lounge Policy](#)
- [Therapy Dog Policy](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2026
Consultation	Beacon Team, Staff & School Council
Approved by	Principal
Next scheduled review date	April 2028