



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Point Lonsdale Primary School on 5258 1501.

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.

Point Lonsdale 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
5. Student rights and responsibilities
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7. Engaging with families



8. Evaluation



POLICY

1. School profile

Point Lonsdale Primary School aims to provide students with an education that supports them in becoming “smart” (academically capable, problem solving, critical thinking), socially competent and ethical human beings. We want our students to be articulate and confident in their abilities to enjoy school and the life beyond it.

Our staff of experienced professionals work closely together to ensure the educational and wellbeing needs of all students are met. The use of the Tribes process, 4 Rooms of Change, a strong emphasis on relationship building and use of a ‘Restorative Practices’ approach to resolving conflict, has led to a consistent and supportive environment in which students flourish.

Our school is located on a unique site bordered on one side by the secondary dune, which separates us from the beach. The replanting of indigenous species to retain the coastal feel including areas of moonah and coastal banksia is part of our ongoing work. The dune provides protection from the wind and an ideal area in which to study erosion, weed control and natural habitats.

Our building is environmentally sustainable and reflective of our approach to teaching and learning. The teaching spaces/learning studios, art studio and library cluster around a central learning common. The studios are dedicated as workspaces for the Early Years and Senior years teams. Space is not precious, and we very much subscribe to the notion of anywhere anytime learning, visit our school and you will see students in class spaces working in small groups with teachers, students in small groups at computers, in the library, art studio, office and learning common or outdoors working on tasks in the courtyards. All will be engaged, working on diverse tasks and most importantly, due to the predominance of glass, all visible and accountable.

The use of playground space reflects the Tribes philosophy in that children are free to play in all spaces and with varied age groups if they desire. Specific areas such as grassed oval like spaces and asphalt areas are suited to major and minor games and the variety of play equipment suits the needs of those who want less structured activity. Areas have been deliberately developed to provide spaces for children who prefer more passive activities hence the dolphin seat, pendopo and sandpits. Shaded areas are used as outdoor teaching space as is the dune area. Shelter sheds and shade areas provide protection from the weather and on particularly wet or hot days students stay within the buildings. The dune area, “jock’s jungle” is another well-utilised play space.

Focussed teaching at the point of need is core to our approach and emphasis is placed on authentic assessment. The curriculum is comprehensive and is enhanced through the planned inclusion of relevant camps, excursions, arts and sporting activities. Students are encouraged to participate in a broad range of activities and projects designed to develop their leadership potential. At all times the achievement of personal best is the goal.



Parents and community members are welcomed and encouraged to collaborate with us to ensure that student engagement and learning is a key foundation.



2. School values, philosophy and vision

Point Lonsdale Primary School aims to engage the whole school community in ensuring the healthy development of every child so that each has the knowledge, competency, and resilience to be successful in a rapidly changing world. The Tribes process and Four Rooms of Change program provide a dynamic and fluid foundation for achieving our overarching goals. We are committed to our shared vision and foster it by:

- Teaching and honouring the Tribes agreements: Appreciations/No Put Downs, Attentive Listening, Personal Best, Mutual Respect and Right to Pass.
 - Using the Four Rooms of Change theory to develop social and emotional language in students, so that they can articulate and describe their feelings about themselves and their world.
 - Maintaining a school culture that values individual differences, celebrates success and has high expectations of all students.
 - Encouraging leadership potential in all
- Focusing on individual learning styles and open-ended problem solving to meet outcomes across the curriculum.
- Adopting teaching styles and instructional strategies that empower students to make choices and value learning because it is connected to real situations.
 - Designing learning programs that are inclusive of the needs of all students in their quest to achieve personal best.
 - Utilising student focused approaches to assessment and reporting.
 - Providing opportunities for students and the community to work together on projects beyond the school ground.

3. Wellbeing and engagement strategies

Education is about supporting students to reach their full potential in all areas of learning – including social and emotional development. The Victorian Curriculum stipulates that all schools explicitly teach Personal and Social Capabilities. This incorporates students learning self-awareness and self management and social awareness and social management. Within these broad fields students learn to recognise and express emotion, develop resilience, and understand relationships and diversity.

Point Lonsdale Primary School aims to promote high student engagement, attendance, and positive behaviour. We have programs in place, which support our students to attend school, participate in class and enjoy learning.

Point Lonsdale Primary School is committed to providing a safe, supportive, and inclusive learning community. We believe in and will uphold the right of every member of our community to access



education in their own community and ensure that everyone who enters through our doors will be treated with dignity and respect.

Point Lonsdale 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
- 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. Our Tribes agreements are easily translated into Human Rights principles with Freedom being the Right To Pass, Respect being Mutual Respect, Equality being Attentive Listening, Dignity being Appreciations/ No Put Downs and Action being Personal Best.
- 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 Point Lonsdale Primary School use the "Lonnie lesson" instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Point Lonsdale 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.
- We are committed to using the Department of Education's Respectful Relationships program to value add to our work F-6. This curriculum has been designed to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. The Resilience, Rights and Respectful



Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education:

- o Emotional Literacy
- o Personal strengths
- o Positive Coping o Problem Solving
- o Stress Management
- o Help Seeking Gender and Identity
- o Positive Gender Relationships.

Additionally, our student diary outlines and explains both the 4 Rooms of Change and Tribes processes that underpin wellbeing and engagement, at our school, in easily explained ways.

- 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 can contribute to and provide feedback on decisions about school operations through the Junior School Council, leadership groups and other forums including year group meetings and Action groups. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through multi age days, athletics, music programs and buddy programs
- all students are welcome to self-refer to the Principal or team leader or trusted staff member 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 encourage and promote school wide pro-social behaviour with our staff and students, which includes programs such as:
 - o Respectful Relationships
 - o Bully Stoppers
- programs, incursions and excursions developed to open up conversations about contemporary social issues (i.e. anger management programs, cyber safety)
- 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



- *the principal and team leaders oversee wellbeing and engagement across the school*
- *each team member has the responsibility of collaboratively monitoring the health and wellbeing of students in their class and acting as a point of contact for students who may need additional support. It is collective responsibility and relationship based.*
- *PLPS is a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – all staff have completed CUST training.*
- *our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.*
- *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 [insert any specific measures at your school to support LGBTIQ+ students]*
- *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*
- *staff will apply the Tribes and 4 Rooms processes to managing conflicts and understanding student's emotional needs.*
- *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

Point Lonsdale 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

Point Lonsdale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The teaching team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Point Lonsdale Primary School will use 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
- consultation with external agencies

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.

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 our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Point Lonsdale 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:

- reminding a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or from the playground or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Principal
- 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 Point Lonsdale 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

Point Lonsdale 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

Point Lonsdale 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

Point Lonsdale 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
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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 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](#)
- [LGBTIQA+ 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	9/9/25
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Consultation	
Approved by	Ms Fay Agterhuis
Next scheduled review date	