

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Pascoe Vale South Primary School on 9386 4301 or pascoe.vale.south.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.

Pascoe Vale South Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We believe 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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POLICY

1. School profile

Pascoe Vale South Primary School's vision is to develop global citizens who belong, learn and thrive. Our objective is to provide an inclusive, caring and rigorous learning environment that engages, motivates and challenges our students to grow academically, socially, emotionally, physically and creatively to their full potential. While we celebrate diversity, we also acknowledged the importance of First Nations representation.

All of our students come from families with high educational aspirations. We aim to ensure learning programs are engaging, purposeful and challenging. We are committed to building the core foundations of literacy, numeracy and Inquiry encouraging every child to develop global citizenship.

Our vision is to acknowledge that each child possesses unique characteristics, and we encourage every child to aspire to excellence by using appropriate teaching strategies to meet their diverse needs. Students are challenged with explicit teaching to ensure they become confident, independent and self-motivated life-long learners with high self-esteem and resilience. A diverse range of learning and teaching programs support students to develop a range of skills and strategies that enable them to be critical, creative and caring thinkers.

Students are encouraged to belong, learn and thrive by working cooperatively and collaboratively with their peers and other members of the school community to develop self-efficacy. Each student is supported in developing self-regulation strategies and autonomy to make decisions and be active participants in their own learning. This is based upon the school values of Respect, Learning, Caring and Enjoyment which are an integral part of our School Wide Positive Behaviour Framework. All students are supported to maximise full potential in educating the whole child.

Staff at Pascoe Vale South Primary School are supported through rigorous induction and ongoing support to ensure we have a shared belief in our moral purpose to enable all students to grow in Learning and Wellbeing. Professional learning and team planning is based on collaboration and collective efficacy. Data literacy is key to driving high quality educational programs.

Our vision and values are part of our everyday behaviours and attitudes which are 'lived' by all staff, students and families.

2. School values, philosophy and vision

At Pascoe Vale South Primary School our core purpose is to develop and extend every student to be literate, numerate, curious, safe and healthy, and to be part of a vibrant and engaged community of staff, family and friends. Our school values underpin our actions and provide direction in our decision-making.

Respect: is valuing ourselves; treating others fairly; appreciating different circumstances and views; considering others, their property and the environment

Caring: is valuing self, others and the environment; showing empathy, tolerance and understanding; welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school;

Learning: is embracing new ideas and challenges

Enjoyment: is the outcome of demonstrating the other three values along with developing a positive attitude and a sense of achievement

To live our purpose, our school has in place a range of strategies to promote wellbeing and engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school.

Setting high expectations and building authentic relationships enable curiosity in learning, to increase our students' motivation, engagement and self-efficacy resulting in a commitment to learning and wellbeing. Our philosophy is underpinned by the belief that all students can learn and that our strategic actions as a school can make a difference. We believe that a strategic focus on our goals and key improvement strategies to achieve high impact.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and the school wide positive behaviour framework. As well as this a strong focus on Child Safe Standards creates a safe environment for all children. The Mental Health and Wellbeing Leader and the Disability and Inclusion Leader works with all stakeholders to ensure all students have the best opportunity to belong learn and thrive.

Strategies to promote our values and associated behaviours include:

- Providing opportunities for students to reinforce and demonstrate the school values, through Social and Emotional learning sessions in curriculum programs and our School Wide Positive Behaviour Framework

- Embedding positive expected behaviours – through Setting Up For Success and establishing classroom agreements, routines and processes to support our whole school approach to the implementation of School Wide Positive Behaviours. The SWPBS Matrix manages expectations of all school spaces for all students
- Clear and consistent approaches and procedures to minimise absenteeism – through regular parent- teacher contact; engaging curriculum programs, continued communication to families, individualised approaches to support at risk students

3. Wellbeing and engagement strategies

Pascoe Vale South 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/Tier 1 (whole school), targeted (group specific) and individual engagement strategies used by our school is included below.

Universal (Tier 1)

We aim to proactively set up our school, classrooms and staff to develop and maintain positive wellbeing and engagement behaviours by:

- Having high and consistent expectations of all staff, students and parents and carers.
- Following a school-wide philosophy of responding to behaviour that emphasises learning through a restorative approach with all students and learning appropriate social/emotional skills necessary to help prevent undesirable behaviours from reoccurring.
- 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.
- Celebrating diversity and empowering 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, and school level assessment data.
- Using Evidence Based instructional frameworks to ensure consistent teaching practices are embedded across the school.
- Teachers adopting 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.
- Carefully planning transition programs to support students moving into different stages of their schooling.
- Acknowledging positive behaviour and student achievement in the classroom, formally in school assemblies and communication to parents/carers and families e.g. SWPBS awards, House Spirit raffle tickets, GEM awards & Golden Ticket and Sporting Achievements.
- Monitoring student attendance and implementing attendance improvement strategies at a whole school, cohort and individual level.
- Facilitating students to have the opportunity to contribute and provide feedback on decisions about school operations through the Junior School Council (JSC) and other forums including cohort meetings, student surveys and student focus groups. Students are also encouraged to speak with their teachers, Assistant Principal, Principal and Student Wellbeing Leaders whenever they have any questions or concerns.
- Creating opportunities for cross—age connections amongst students through kids clubs, House Spirit events and Foundation & Year 5 Buddy Program.
- Proudly implementing an ‘open door’ policy where students and staff are partners in learning.
- Engaging in school wide positive wellbeing and behaviour support with our staff and students, which includes programs such as: Social Stencil program, Resilience, Rights & Respectful Relationships, eSmart.
- Organising programs, incursions and excursions developed to address issue specific needs or behaviour.

- Providing multiple opportunities for student inclusion (i.e. interschool sports teams, kids clubs, Junior School Council, School Captains, House Spirit Leaders, Herald Fun newspaper, Dance Group).
- Putting measures 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

At Pascoe Vale South Primary School, it is the responsibility of all staff to monitor the health and wellbeing of students in their different learning cohorts. The Mental Health and Wellbeing Leader is the point of contact for students who may need additional support. Concerns relating to additional support are addressed with the Student Wellbeing Leaders and/or the Leadership Team.

Targeted supports for students with additional wellbeing and behavioural needs may include:

- 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.
- Our English as a second language students are supported through the use of the Victorian EAL/CALD.
- Curriculum and continuum to support teachers to effectively plan and differentiate the learning to ensure our 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 and together with families create a safety plan.
- 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.
- All relevant staff undertake 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 with similar social/emotional/wellbeing needs may be involved in social groups or language experience groups.
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines for International Student Program.

Individual

At Pascoe Vale South Primary School, we recognise that there are students whose academic, wellbeing or behavioural needs may require specialised/individual supports. We implement a range of strategies that support and promote individual engagement.

These can include:

- Individual Education Plans - these plans aim to build on the strengths of students whose additional needs may require individualised goal setting and monitoring. Further information on Individual Education Plans (IEPs) can be found at Individual Education Plans [Individual Education Plans](#).
- Student Support Groups - regular collaborative meetings between teachers, coordinators, external service providers, parents and students (where appropriate) to jointly plan and evaluate individual goals, strategies and resources to support the child's needs. These groups are run for students with a disability, in Out of Home Care, Koorie or with other complex needs that require ongoing support and monitoring. Further information on Student Support Group.(SSGs) can be found at Student Support Groups [Student Support Groups](#).
- Behaviour Support Plans - for students exhibiting challenging behaviours that are deemed outside of the reasonable expectations or for students requiring additional wellbeing support. These plans aim to develop

the understanding of the child's behavioural needs and plan for procedures/supports that will best support their success at school. Further information can be found at Behaviour Support Plans [Behaviour - Students](#).

Behaviour Support Plans

- Student Support Services: students who have significant additional needs may be referred to Student Support Services, a department team of social workers, psychologists and speech therapists who can assist with different levels of support and assessments for the child and supports for the teacher, school and family. Further information can be found at Student Support Services [Student Support Services](#)
- Disability Inclusion and the Program for Students with Disabilities - Students with severe additional needs may be referred to this program to potentially access funding support for a variety of needs (for example, severe behaviour disorder or severe language disorder). Further information can be found at Program for Students with Disabilities [Program for Students with Disabilities](#)
- Learning mentor - For students placed in Out of Home Care (OOHC), they are placed with a learning mentor. This is a trusted staff member at school that the child has a positive relationship with. The learning mentor meets with the child regularly and will help maintain the student's positive engagement with their schooling.
- Mediation/Coaching – some students with additional social emotional/behavioural needs may require support through one-to-one discussions to help better respond and learn from common challenges in the school environment. This can often be directed by the teacher and in certain circumstances may require referral to the school's Student Wellbeing Leaders.
- External Referrals – certain students with additional wellbeing needs may be referred to the Student Wellbeing Leaders who will liaise with families about those needs presenting at school. Families may be connected with appropriate external supports such as youth and family services, other allied health professionals, Headspace, child and adolescent mental health services.
- Individual learning experiences – some students with considerable learning/wellbeing needs may find it extremely challenging to maintain full days of learning in the regular classroom setting. At Pascoe Vale South Primary School, we understand that some students may require very specific changes to their learning spaces. An individual's adaptations may include small group or individual sessions, working in small, shared learning spaces or completing lessons or breaks in the outside areas.
- 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.
- Considering if any environmental changes need to be made, for example changing the classroom set up.
- Constructing individualised reward systems for the child.

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 plan in collaboration with the student and their family.
- Engaging with our regional Koorie Engagement Support Officers.

4. Identifying students in need of support

Pascoe Vale South Primary School is committed to providing the necessary support to ensure our students are supported academically, socially and emotionally. The Leadership Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Pascoe Vale South 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
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families/parent referrals
- self-referrals or referrals from peers

Additional resources can be found at the following links:

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

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. All members of our school community have a right to experience a safe and supportive school environment.

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 expected behaviours that demonstrate respect for themselves, their peers, all staff and members of the school community

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 [Our Policies](#).

6. Student behavioural expectations

At Pascoe Vale South Primary School, we maintain high expectations for learning and wellbeing that are grounded in our school's Statement of Values and Philosophy. We have an approach to managing inappropriate student behaviour that aims to ultimately 'coach our students through the behaviour' with the intention of learning from their mistakes and developing the necessary social emotional skills required, whilst still addressing the rights and needs of the individual/s affected. In addition to this, we aim to identify the necessary environmental or teaching changes that may need to occur to prevent such behaviour from reoccurring.

We have a developed staged response to manage inappropriate behaviour that primarily involves positive redirection, coaching and deescalation of inappropriate behaviours. We understand that there are times where inappropriate behaviours require further responses and classroom teachers may need to refer to the School Leadership Team for assistance with individualised support.

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 Major/ Minor behaviour process and our Bullying Prevention and Racism Policy.

When a student acts in significant breach of the behaviour standards of our school community, Pascoe Vale South Primary School will follow 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 logical consequences and disciplinary measures such as suspension, 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 and re stating expected behaviour
- teacher directed consequences such as moving a student into another classroom or other reasonable and proportionate logical responses to misbehaviour
- behaviour support and intervention meetings
- withdrawal of privileges
- referral to the School Leadership Team (Principal, Assistant Principal and/or Student Wellbeing Leaders) for mediation sessions
- restorative practices conversations
- detention
- 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 Pascoe Vale South 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.

- [Suspensions Policy](#)
- [Expulsions Policy](#)
- [Restraint and Seclusion Policy](#)

7. Engaging with families

Pascoe Vale South Primary School values the input of parents and carers, and we 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/carers have access to our school policies and procedures, available on our school website.
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communication Policy.

- providing parent/carer volunteer opportunities so that families can contribute to school activities.
- involving families with curriculum-related activities.
- involving families (where necessary and appropriate) in school decision making.
- coordinating resources and services from the community for families.
- including families in Student Support Groups and developing individual education plans for students.
- encouraging family participation in parent teacher student conferences.
- sharing of parenting/education resources for families to utilise through Compass posts.
- maintaining an environment where families are made to feel welcome and that their voice and opinions are valued and encouraged by our staff.

8. Evaluation

Pascoe Vale South Primary School collects 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 are assessed on an annual basis include:

- Student Attitudes to School Survey
- Incidents data (Major/Minor Behaviours)
- School reports
- Parent survey data
- Case management notes for students accessing Tier 2 and 3 supports
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)
- OSHC incident data
- Disability Inclusion portal

Pascoe Vale South Primary School also regularly monitors 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 is communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes

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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- [Attendance](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)
- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQA+ Student Support](#)
- [Restraint and Seclusion](#)
- [Student Engagement](#)

- [Students with Disability](#)
- [Supporting Students in Out-of-Home Care](#)
- [Suspensions](#)

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

- Bullying Prevention Policy
- Child Safety Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Consultation	School Council
Approved by	Principal
Next scheduled review date	June 2028