| School Logo 2013 | Le Page Primary School |  |
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| Student Wellbeing and Engagement Policy |

|  | Help for non-English speakersIf you need help to understand the information in this policy, please contact Le Page Primary School on 03 9583 8342 or le.page.ps@education.vic.gov.au. |
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# Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Le Page 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
7. Engaging with families
8. Evaluation

# Policy

## School profile

Le Page Primary School is a highly inclusive learning community, dedicated to nurturing each student’s potential and fostering leadership qualities. The school’s vision—"Identify the talent, develop the confidence, and create the leader"—is embedded in daily practice, ensuring that every child is supported in their academic and personal growth. A strong foundation of values emphasizes respect, responsibility, and community engagement, shaping a positive and proactive school culture.

Students actively engage with Stephen Covey’s 7 Habits of Highly Effective People, integrating leadership principles into their daily routines. The Leader in Me program empowers students to set and achieve both academic and personal goals, reinforcing a culture of self-improvement, resilience, and collaboration.

The school implements a multi-tiered system of supports framework to ensure all students receive the academic and wellbeing support they need. High-achieving students are connected to extension programs such as the Victorian High Ability and Student Excellence Programs, while students needing additional support benefit from Individual Education Plans (IEPs) and regular Student Support Group (SSG) meetings. These tailored strategies ensure every student can succeed.

A team of 47 dedicated educators and support staff, including Literacy and Numeracy Learning Specialists, a Wellbeing Teacher, and a Diversity & Inclusion (D&I) Leading Teacher, works collaboratively to create an engaging and scaffolded learning environment. Their expertise plays a key role in delivering high-quality instruction and student support, fostering a culture of academic excellence and emotional wellbeing.

Located in Bayside Cheltenham, Le Page Primary School is part of a welcoming and diverse community. Recently, the school completed major facility upgrades, including the refurbishment of the school hall, the development of an Inclusive Garden, and the expansion of the Chicken Palace, enhancing both learning spaces and outdoor environments. The school’s air-conditioning system is upgraded to improve comfort and energy efficiency, ensuring a better learning environment for students and staff. Additionally, the external repainting of the main building refreshed its appearance, boosting curb appeal and creating a more welcoming atmosphere for the school community. The Social and Fundraising Team plays a pivotal role in financing these improvements, funding new outdoor sound systems and school beautification projects.

With a diverse student body, the school prioritises student connectedness and family partnerships. Regular communication through Compass and a fortnightly newsletter keeps families actively involved in their children’s educational journey, reinforcing a strong home-school connection.

## School values, philosophy and vision

**Our Vision**

Each child has a gift or talent. It is our job to find it and to show it to them.

**Our Mission**

Identify the talent, develop the confidence and create the leader.

**Our Habits**

**Be Proactive**

Take responsibility for your life. Choose to act deliberately and take responsibility for your actions. Listen to your language and be proactive rather than reactive.

**Begin With the End in Mind**

Define your mission and goals in life. Live with hope and purpose. Know what you want before you begin.

**Put First Things First**

Prioritise and do the most important things first. Make the most effective use of your time by prioritising. Work smarter, not harder.

**Think Win-Win**

Have an ‘everyone can win’ attitude. Build successful relationships with others by finding a solution that works for all.

**Seek First to Understand Then to Be Understood**

Listen to people sincerely. Hear others with your eyes, ears and heart. Only 7% of communication is verbal, 93% is body language, tone and feeling.

**Synergise**

Work together to achieve more. Two or more people can work together to create a better solution than either one could create alone. Synergy requires valuing people’s uniqueness and individuality.

**Sharpen the Saw**

Renew yourself regularly. Balance all four dimensions of your life: body, mind, heart and soul. The whole-school approach aims to develop the physical, social, emotional and spiritual realms of every child.

## Wellbeing and engagement strategies

Le Page 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
* 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
* Teachers at Le Page Primary School use the Victorian Teaching and Learning Model 2.0 as the instructional 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 Le Page 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 are encouraged to provide feedback through the Student Lighthouse Team (Student Representative Council)
* Creating opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
* We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
	+ Respectful Relationships
	+ The Leader in Me
* Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
* Buddy programs, peers support 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 group has a Year Group 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
* 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 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*](https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy)
* All students in Out of Home Care are supported in accordance with the Department’s policy on [*Supporting Students in Out-of-Home Care*](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy) 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*](https://www2.education.vic.gov.au/pal/students-disability/policy), 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*](https://www2.education.vic.gov.au/pal/international-student-program/guidance/supporting-students-learning-and-engagement-section-7)

### Individual

* [*Student Support Groups*](https://www2.education.vic.gov.au/pal/student-support-groups/policy)
* [*Individual Education Plans*](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy)
* [*Behaviour – Students*](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [*Behaviour Support Plans*](https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans)
* [*Student Support Services*](https://www2.education.vic.gov.au/pal/student-support-services/policy)
* [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx)
* [Mental health toolkit](https://www.vic.gov.au/mental-health-and-wellbeing-toolkit)
* [headspace](https://www.vic.gov.au/enhancing-mental-health-support-schools)
* [Navigator](https://www.schools.vic.gov.au/navigator-program)
* [LOOKOUT](https://www.vic.gov.au/lookout-education-support-centres)

Le Page 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
	+ 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.

## Identifying students in need of support

Le Page Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Specialist plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Le Page 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

## 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.

## 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 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, Le Page 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:

* 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 the Year Level Coordinator
* restorative practices
* 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 Le Page 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.

## Engaging with families

Le Page 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.

## Evaluation

Le Page 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

Le Page 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 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](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions – Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

# Further information and resources

The following Department of Education policies are relevant to this Student Engagement and Wellbeing Policy:

* [Attendance](https://www2.education.vic.gov.au/pal/attendance/policy)
* [Student Engagement](https://www2.education.vic.gov.au/pal/student-engagement/policy)
* [Child Safe Standards](https://www2.education.vic.gov.au/pal/child-safe-standards/policy)
* [Supporting Students in Out-of-Home Care](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy)
* [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy)
* [LGBTIQ Student Support](https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy)
* [Behaviour – Students](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [Suspensions](https://www2.education.vic.gov.au/pal/suspensions/policy)
* [Expulsions](https://www2.education.vic.gov.au/pal/expulsions/policy)
* [Restraint and Seclusion](https://www2.education.vic.gov.au/pal/restraint-seclusion/policy)

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 25th, 2025 |
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| Consultation | School Council March 25th  |
| Approved by | Principal  |
| Next scheduled review date | March 25th, 2027 |