2026 STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

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

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.

Wallan 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
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POLICY

1. School profile

Wallan Primary School was established in 1857 and is approximately 50 kilometres north of Melbourne. We have a school enrolment of approximately 675 students enrolled from Foundation to

Year 6 and 100 staff. The school enrolment is fluid with students leaving and new enrolments beginning throughout the year.

Staff include classroom teachers, specialist teachers, tutors, support staff, ES classroom staff, and ES administration staff.
Our school is situated in the township of Wallan. Most students that attend our school live in the township and attend Wallan Secondary College after Grade 6.

Wallan Primary School is becoming more culturally diverse, with many having a different language background other than English. The school also has a strong representation from the Koorie community. There is a well-developed program to support students funded under PSDMS/DI and students in Out of Home Care arrangements. We are proud of our diversity and inclusive school community.

Wallan Primary School promotes engagement, positive behaviour and respectful relationships for all students in the school. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Wallan Primary School'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 the school community are encouraged to live and demonstrate our core values of 'Do your Best, Help others Succeed, Respect your Environment.'

Our school motto is "Working Together for a Better Future, Because They're Worth It" and is clearly demonstrated through active student, family and staff participation and collaboration in the development and implementation of policies and programs throughout the school.

Our school's vision is to support and empower all learners to embrace challenges and celebrate achievements.

Our Statement of Values and School Philosophy can be found on our school website.
https://www.wallanps.vic.edu.au/

3. Wellbeing and engagement strategies

Wallan 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. 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 and strong 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 Wallan Primary School use an 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 Wallan 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 have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leaders' group and other forums. Students are also encouraged to speak with their teachers, Team Leader, Assistant Principal or Principal whenever they have any questions or concerns.*
- *all students are welcome to self-refer to Wellbeing staff, Team Leaders, Assistant Principals or 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 learning*
- *We engage in school-wide positive behaviour supports with our staff and students, which includes programs such as:*

    - *Respectful Relationships*
    - *Real Schools*
    - *Bully Stoppers*

- *programs, incursions and excursions developed to address issue specific needs or behaviour*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peer 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.*

<u>Targeted</u>

- *each cohort has a Team Leader who is 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 support learning and wellbeing outcomes of students from refugee background through our school-based support programs*
- *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 Education 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

- Student Support Groups
- Individual Education Plans
- Behaviour - Students
- Behaviour Support Plans
- Student Support Services

as well as to other department programs and services such as:

- Program for Students with Disabilities
- Mental health and wellbeing toolkit
- headspace
- Navigator
- LOOKOUT

Wallan 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 Education 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:*

o *school-based wellbeing supports*
o *Student Support Services*
o *Appropriate external supports such as council-based youth and family services, other Allied health professionals, headspace, child and adolescent mental health services or Child First.*

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 Education Support Officers*
- *running regular Student Support Group meetings for all students:*

o *with a disability*
o *in Out of Home Care*
o *with other complex needs that require ongoing support and monitoring*

Wallan Primary School provides a safe and positive learning environment for all students. We expect our students to strive for their personal best in all that they do to experience a sense of achievement. We have high expectations of all. There is a shared expectation between the school and its community that everyone will demonstrate and value acceptance and connectedness. The school values of Getting Along, Organisation, Confidence, Persistence and Resilience are incorporated into all classroom programs throughout the year, as well as a strong emphasis on Bullying Prevention and Cyber bullying education. When these values are demonstrated by the students at Wallan Primary School, they are recognised and celebrated.

At Wallan Primary School we have a range of programs in place which utilise a whole school approach to support and increase student engagement, establish positive behaviour management and monitor student attendance. These include the following:

- T.E.A.M. (Together Everyone Achieves More). This program establishes the culture of each classroom at the beginning of the school year. We establish classroom routines and expectations for meeting the school values, behaviour, working in teams and engagement in each classroom. Through this program classroom rewards are established along with classroom codes of conduct. T.E.A.M. is revisited throughout the school year, particularly at the beginning of each term.
- A Wellbeing focus on the "Personal and Social Capability" of the curriculum explores the skills students need to function positively and productively in the school environment and in society.
- School wide values of Do your Best, Help others Succeed, and Respect our Environment are embedded throughout the school.

- Our values statement is “Wallan Primary School supports and empowers all learners to embrace challenges and celebrate achievements”.
- Grades 1-6 participate in a fortnightly Team Building session which provides students with scenarios and tasks to develop social skills with a focus on “doing the right thing when no one is watching.” Students are given opportunities to practise their skills relating to school values, social skills, problem solving, decision making, leadership, teamwork, respectful relationships, etc.
- Whole school approaches to teaching Literacy, Numeracy and Inquiry are well established throughout the school. Our teachers are highly skilled at organising teaching and learning experiences using curriculum that is precisely planned at the point of need for each individual student in their class. All lessons and tasks are differentiated.
- A whole school approach to behaviour management is embedded into our practice and our documented approach to behaviour management utilises SWPBS and Real School’s Restorative Practices 2.0. Even at its most informal level the questions of Restorative Justice are used to support student understanding of social equity in relationships, empathy and personal accountability.
- Bullying Prevention, cyber bullying, violence and harassment will not be tolerated in any form. All staff take reports of bullying behaviour seriously. All reports of bullying and cyber bullying are thoroughly investigated and appropriate consequences are given. Parents are informed of any bullying behaviour concerning their child.
- Classroom teachers establish positive relationships with students and their families. It is expected that two-way communication will occur regularly, with teachers making regular contact with families for areas of concern and relaying positive news and reasons for celebration. Phone calls to families are also made by School Leaders and Leading Teachers to support student management.
- Social groups support current student needs with a focus on problem solving skills, conflict resolution and the development of individual skills amongst peers.
- The Wellbeing Team supports the wellbeing of students, staff and families.
- The Wellbeing Team supports the implementation of preventative measures such as supportive and restorative conversations in small groups and individually, working with families to support behaviour management and providing teaching staff with different approaches to support students in their classrooms.
- The school is supported by a Student Support Services Officer (SSSO) which may include access to a psychologist, speech pathologist and social worker. The school may also access outside services such as DHHS, Child Protection, Family Care, Orange Door, NEXUS and Family Care.
- Student absences are monitored at both the classroom and the administrative level. All classrooms acknowledge and celebrate on time attendance daily. All absences are followed up with families. If a student is absent for two consecutive days the Attendance Officer makes a courtesy call to check on the student’s wellbeing. If absences are regular or prolonged the Assistant Principals may implement a range of strategies such as further phone calls, letters home, parent meetings or the Implementation of DET Attendance Guidelines.
- Student Leaders are an important component of the Grade 5 and 6 programs. School and House Captains and Class Captains are elected by their peers. Elections are held at the beginning of the school year. They meet regularly to build leadership capacity and plan ways that they can make improvements to the school and to support the wider community.

School Captains host the school assembly each week. Students also meet regularly at a cluster level to share skills with peers from neighbouring schools.

- A lunchtime clubs program runs daily throughout the school year. It provides an alternative for those students who would prefer not to spend the whole of the lunchtime break in the yard. There are a variety of programs that include indoor games, art activities, dance, music, sport, gardening, meditation, etc.
- "The Hub" is open every recess and lunchtime where students can seek support with yard issues and can develop positive social interactions.
- Helpers and volunteers are encouraged in all year levels and for all curriculum activities.
- All PSD/DI funded students, ATSI students, students living in Out of Home Care arrangements, EAL students and students on reading support programs will be provided with an Individual Education Plan (IEP) which is updated each term.
- Students identified as needing additional support may be referred to our Occupational Therapist or counsellor employed by the school
- Students with additional needs may be referred to external support services such as DHHS, Child Protection, NEXUS, Headspace and other local providers such as paediatricians, psychologists, and speech therapists.

4. Identifying students in need of support

Wallan Primary School is committed to providing intellectual, emotional and social support to students as needed. 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.
Wallan Primary School staff, in consultation with the wellbeing team, 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*

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 and School Philosophy 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 and School Philosophy/Student Code of Conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination is not 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, Wallan Primary School will institute a staged response, consistent with the department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement 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*
- *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:

- Suspensions Policy
- Expulsions Policy
- Restraint and 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 Wallan 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

Wallan 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 Communicating with School Staff Policy.
- providing parent/carer 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

Wallan 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 survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Wallan 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 and Compass
- Included in staff induction processes
- 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 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:

- Action Plan - Aboriginal Learning, Wellbeing and Safety
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	08/10/2026
Consultation	School Council
Approved by	Principal
Next scheduled review date	08/10/2028