

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school general office on 9544 1553 or via email:

amsleigh.park.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.

Amsleigh Park 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 and the principles of School Wide Positive Behaviour Support.

SCOPE

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

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POLICY

1. School profile

Amsleigh Park Primary School is located in the quiet suburban streets of Oakleigh East and serves families from across the local community. We have approximately 345 students enrolled from Prep to Grade 6 and a dedicated staff of 30, including 22 teaching staff and 10 Education Support staff. We are committed to continuous improvement and excellence in teaching and learning, and have a strong reputation for delivering high-quality programs across all curriculum areas.

Our school is proud of its diverse and multicultural community, with students and families representing a wide range of cultural and linguistic backgrounds. We value inclusion and work to ensure that every student feels welcomed, respected and supported to participate fully in school life. Amsleigh Park Primary School has developed strong partnerships with families and the wider community, supported by an active School Council and Parents and Friends Association (PFA).

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Our programs are designed to cater for a diverse range of learning needs and interests, including Multi-Tiered Systems of Support, intervention, and extension and extra-curricular opportunities such as aerobics, instrumental music, Leigh Club, school camps, annual school productions and community events. Literacy, Numeracy, Inquiry Learning and student wellbeing remain key priorities across the school.

Our community is committed to providing a safe, secure and stimulating learning environment in which every student is supported to achieve their full potential. This is underpinned by a positive school culture that recognises the strong connection between wellbeing and learning, and the important role that educators and families play in student success.

School values, philosophy and vision

Amsleigh Park Primary School's Statement of School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to demonstrate our core values of Respect, Integrity, Motivation, Resilience and Inclusion in all aspects of school life.

Our vision is to provide a safe, supportive and inclusive learning environment where every student is empowered to achieve their personal best, develop a love of learning, and build the skills, confidence and resilience needed to thrive in an ever-changing world.

We are committed to fostering a positive school culture that promotes wellbeing, engagement and achievement for all students. Through high-quality learning opportunities and strong partnerships with families, we support students to develop independence, social and emotional competence, creativity and a sense of belonging within our diverse school community.

Our values guide our actions and interactions every day. We demonstrate:

Respect by treating one another and the school environment with consideration in a friendly and courteous manner.

Integrity by ensuring that members of our school community live up to our core values, demonstrating fairness and honesty.

Motivation by striving to do our best and embracing new challenges

Inclusion by creating a positive environment that allows everyone to feel included, accepted and cared for.

Resilience by persevering and bouncing back from challenges and learning from setbacks.

2. Wellbeing and engagement strategies

Amsleigh Park 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-

Our whole of school strategies to promote positive behaviour and inclusion are:

- maintaining high and consistent expectations of all staff, students, parents and carers through our School Wide Positive Behaviour Support (SWPBS) framework
- prioritising positive relationships between staff, students and families, recognising the critical role these relationships play in student wellbeing, engagement and success

- creating a culture that is inclusive, engaging and supportive, where diversity is valued and all students feel respected, connected and empowered to participate
- promoting a culturally safe environment for Aboriginal and Torres Strait Islander students and families through inclusive practices, partnerships and implementation of the Victorian Curriculum
- welcoming parents and carers as partners in learning through ongoing communication, Student Support Groups, school events, School Council and the Parents and Friends Association
- analysing and responding to a range of school data, including attendance, wellbeing, engagement, behaviour, Attitudes to School Survey, Staff Opinion Survey, Parent Opinion Survey and achievement data, to inform planning, intervention and continuous improvement
- delivering a broad and differentiated curriculum that responds to students' interests, strengths, aspirations and learning needs
- implementing a whole-school instructional model that incorporates evidence-based practices and aligns to the VTLM2.0 Elements of Learning and Teaching to provide a consistent approach to teaching and learning across the school
- incorporating our Statement of Values and School Philosophy into all aspects of school life and celebrating these values as the foundation of our school community
- carefully planning transition programs to support students moving into, through and beyond primary school through our Prep Transition Program, SMART Start Transition Program and 6-7 Transition programs offered by secondary school.
- acknowledging and celebrating positive behaviour, effort and achievement in classrooms, assemblies and communication with families
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing opportunities for student voice, leadership and feedback through forums such as the Student Representative Council, Enviro Stars and other student leadership initiatives
- creating opportunities for cross-age connections, peer support and belonging through programs such as Grade F and 5 Buddies, House activities, student leadership opportunities, multi-age days, Peer Mediation Program and whole-school events
- implementing evidence-based wellbeing, social and emotional learning, child safety and behaviour education programs, including Respectful Relationships, social-emotional learning programs, Stand Up to Racism Curriculum, e-Safety Commissioner Lessons, Catching On Early Program and the Daniel Morcombe Child Safety Curriculum
- providing targeted interventions, supports, programs, incursions and excursions to address identified student wellbeing, engagement and behavioural needs
- empowering students, families and staff to identify, report and address bullying, discrimination, harassment and other harmful behaviours in line with our commitment to maintaining a safe and respectful learning environment.

Targeted

Our targeted strategies to support particular groups of students include:

- ensuring classroom teachers monitor the wellbeing, engagement and learning of students in their care and work collaboratively with families, support staff and school leaders to respond to identified needs
- supporting Koorie students to engage fully in their education through culturally inclusive practices, Individual Education Plans (IEPs), partnerships with families and referral to Koorie Engagement Support Officers (KESOs) where appropriate
- supporting students in Out of Home Care in accordance with Department policy, including the development of an Individual Education Plan (IEP), Student Support Group (SSG) meetings and referral to Student Support Services where required

- supporting students with a disability 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
- supporting our English as a second language students through our English as an Additional Language (EAL) program, and supporting all cultural and linguistically diverse (CALD) students to feel safe and included in our school including through a culturally inclusive Uniform Policy, accessing interpreters as required and working with families around culturally significant days
- implementing targeted wellbeing, social skills and engagement programs in response to identified student needs and school wellbeing data
- applying trauma-informed and inclusive practices to support students who have experienced trauma or adverse life experiences
- working collaboratively with Student Support Services, allied health professionals and external agencies to provide coordinated support for students with complex learning, wellbeing or behavioural needs.
- supporting students enrolled under the department's international student program 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](#)

Amsleigh Park 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 students and their parents/carers to talk about how best to help the students engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan/attendance improvement and continuation plans
- considering if any planning, teaching, environmental, assessment or resource adjustments are needed
- 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 The Orange Door
 - 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 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
 - Koorie
 - with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Amsleigh Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The student wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Amsleigh Park 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
- monitoring attendance records and making contact with families when concerns arise.
- monitoring 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
- referrals from families or self-referrals
- Student Support Groups and Individual Education Plans

4. 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 our community members.

Students have the right to:

- Participate fully in their education
- Feel safe, secure and happy at school
- Be treated with respect and courtesy
- Be treated fairly
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- Be valued for their individual differences
- Be recognised for their growth and achievement
- Have access to accessible technology
- Participate in all aspects of school life
- A positive learning environment in which they can express their ideas, feelings and concerns.

Students have the responsibility to:

- Participate fully in their educational program

- Follow school rules and 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.
- Care and respect the property of themselves, including other students, school staff, community members, visitors and the school itself
- Help make our school a happy and safe learning environment
- Understand that there will be logical consequences for their actions
- Report any unacceptable behaviours to a teacher
- Tell a teacher if they cannot resolve an issue through discussion
- Behave responsibly in “Digital spaces”, showing respect for themselves and others which includes, appropriate use of equipment, technology and behaviour

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.

5. 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, Amsleigh Park 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.

Amsleigh Park Primary School is committed to the implementation of School-Wide Positive Behaviour Support (SWPBS). SWPBS is an evidence-based framework for responding to student behaviour. Using this framework, we aim to create and maintain a positive and safe learning environment and maximise the academic and social growth of all students. Students are supported with a consistent, responsive management system. These are before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Our school wide systems are aligned to create an inclusive environment where there is a:

1. Common purpose and approach to discipline
2. Clearly defined set of expected behaviours
3. Procedure for teaching and practising behaviours
4. Continuum of procedures for acknowledging and encouraging expected behaviour
5. Continuum of procedures for responding to problem behaviours
6. Procedure for data collection, ongoing monitoring and evaluation

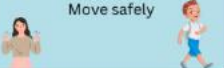
Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied 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

Expected Behaviours

Expected behaviours at Amsleigh Park are based on our values: Respect, Resilience, Inclusion, Motivation, and our overarching value, Integrity. A matrix of expected behaviours has been developed for different locations across the school in relation to these values: Learning Areas, Outdoor Areas, Taps and Toilets, Common Spaces and eSmart. Members of the whole school community have contributed to the creation of our matrix. Each of the behaviours on the matrix are explicitly taught to students across the school.

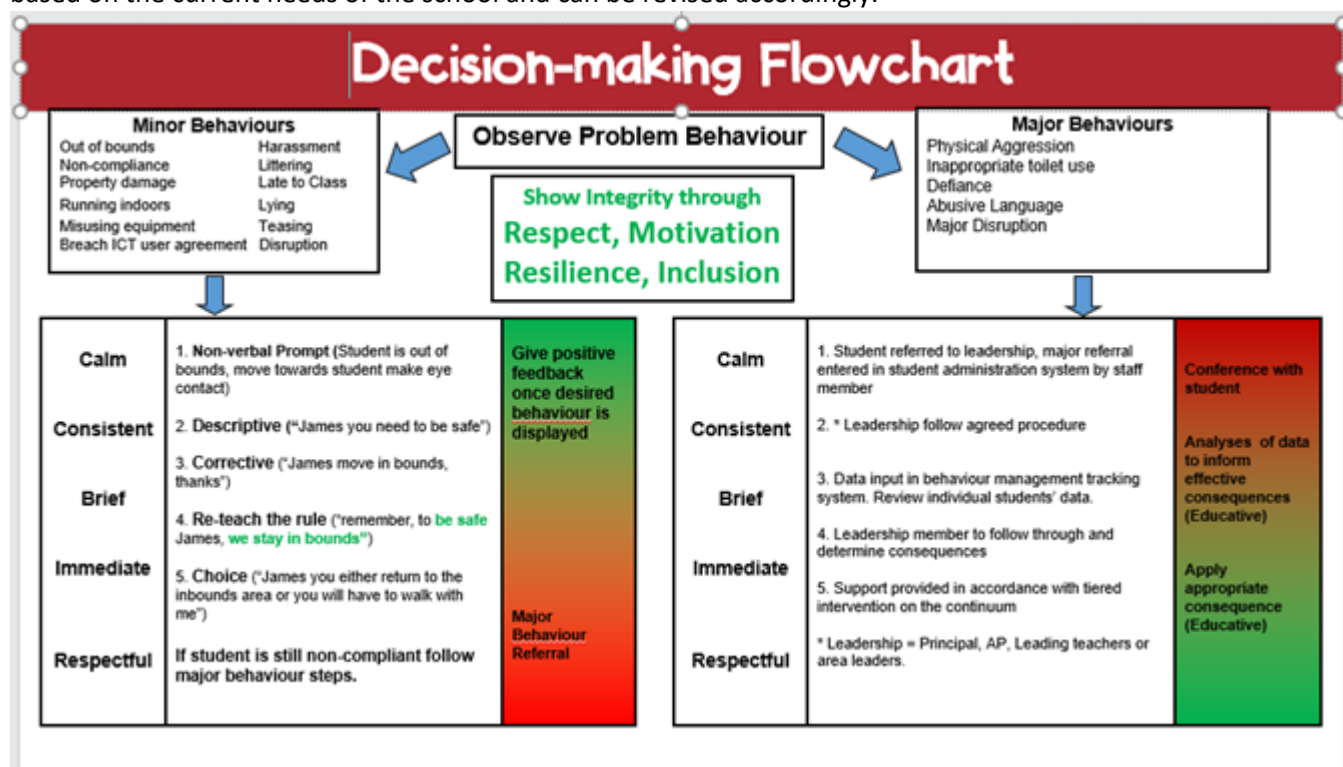
AMSLEIGH PARK PRIMARY SCHOOL RESPECT ALWAYS	WE ARE RESPECTFUL	WE ARE RESILIENT	WE ARE MOTIVATED	WE ARE INCLUSIVE
ALWAYS IN ALL AREAS 	I WILL Keep my hands and feet to myself Listen attentively Move safely 	 <i>I can do this</i>	I WILL Try my best 	I WILL Respect differences Be an upstander 
INSIDE 	I WILL Keep my body with the group Raise my hand and wait Walk 	I WILL Keep trying Share and take turns Learn from mistakes Play by the rules 	I WILL Actively participate Use a growth mindset 	I WILL Work with a variety of people 
OUTSIDE 	I WILL  Be sun smart Return equipment Use equipment appropriately		I WILL Follow rules of games Line up quickly and quietly 	I WILL Invite others to play Ask to be included 

Responding to problem behaviours

At Amsleigh Park we respond to behaviour using the Amsleigh Park Decision Making Flowchart. The flowchart provides a consistent response and understanding within all learning communities across the school. When we observe a behaviour based on an inappropriate choice we move down the flowchart. By following the flowchart, we are providing students with an opportunity to correct their behaviour according to our school expectations. The following steps are followed when dealing with a minor behaviour.

1. Non-verbal Prompt (Student is out of bounds, move towards student make eye contact)
 2. Descriptive ("James you need to be safe")
 3. Corrective ("James move in bounds, thanks")
 4. Re-teach the rule ("remember, to be safe James, we stay in bounds")
 5. Choice ("James you either return to the inbounds area or you will have to walk with me")

Minor behaviours should be addressed quickly and quietly or privately. If the student is still non-compliant after following these steps, it becomes a major behaviour. Major behaviours are recorded on the school management system and brought to the Leadership Team. One of the leaders will then assess the situation on an individual basis and may follow up with restorative chat, removal from learning space, phone call/meeting with parents, and in some cases, more serious actions such as suspension. We have identified major and minor behaviours and the Amsleigh Decision Making Flowchart provides a whole school procedure for responding to them. Major Behaviours are selected based on the current needs of the school and can be revised accordingly.



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 Amsleigh Park 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.

6. Engaging with families

Amsleigh Park 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.

7. Evaluation

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

Amsleigh Park 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
- Included in transition and enrolment packs
- 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 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	June 2026
Consultation	Staff: consultation with wellbeing team June 2026
Approved by	Principal
Next scheduled review date	June 2028- note that the mandatory review cycle for this policy is 2 years]