

# Student Engagement and Wellbeing Policy

LAST UPDATED: FEBRUARY 2025



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Langley Primary School (03)54234125 or [langley.ps@education.vic.gov.au](mailto:langley.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:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Langley 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. 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.

## SCHOOL VALUES, PHILOSOPHY AND VISION IMPLEMENTATION

Langley 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. Student staff and members of our school community are encouraged to live and demonstrate our four core

values of respectful, responsible courageous and kind at every opportunity.

Our vision is to inspire students to be enthusiastic, self-motivated learners in an environment that rewards personal best, creativity and collaboration to become life-long learners and to rise boldly to the opportunities of their times.

To achieve this, we are committed to providing a challenging, supportive and personalised learning environment, based on our school values of Respect, Responsibility, Courage and Kindness. We dedicate ourselves to inspiring in each student a passion for learning, preparing them to become confident, creative and articulate individuals who have the skills, knowledge, values and attitudes to shape their own future, and contribute meaningfully to the international community.

Langley Primary School also embraces broader aspirations: to continue to stand out with excellence in teaching and learning, to be appreciated as an active contributor in our local community and to support the wellbeing, achievement, positive values, enterprising nature of young people.

The Langley Primary School's Mission Statement and WAVES priorities underpin everything we do. Each of these priorities is addressed within the curriculum, which includes setting high expectations for both students and staff, promoting, and supporting each individual to achieve their personal best. We combine this with a safe and supportive educational environment, and a solid partnership between home and school to give every student the care and attention needed to develop self-esteem and confidence. The knowledge of each family, their cultures and values support us to address the Values aspect of WAVES, culminating in a holistic education and a well-rounded student. It is this personal approach, together with a focus on student Wellbeing that promotes the positive relationships that enable our students to thrive.

*Our statement of Values and School Philosophy is available online at <http://Langleyps.vic.edu.au/wp-content/uploads/2019/05/Statement-of-Values-and-School-Philosophy>*

## ENGAGEMENT STRATEGIES

Our curriculum which is specifically designed to meet the needs of our students is underpinned by our WAVES priorities for living and life-long learning. We work with all students to help them develop:

**Wellbeing** – in mind, body and spirit. Our wellbeing program supports student agency and includes School Wide Positive Behaviour, our whole school behaviour framework, Aristotle EI program, delivered in

partnership with Swinburne University, and the Department of Education's Respectful Relationships initiative, helping students learn a range of proactive, preventative and practical ways to look after their own emotional wellbeing including understanding their

emotions, healthy self-esteem and strong social connections

Without wellbeing, learning takes a back seat.

**Achieving** – high expectations for students to achieve their personal best encourages them to build the resilience to make mistakes and then learn from them, to think in ways that help them rather than hinder them.

All students have Individual Learning Plans and work to their individual goals. These are stage related rather than age related to maximise academic growth.

**Values** –Our values promote trust and collaboration. They underpin our everyday actions and attitudes and allow us to have a positive impact on all the communities we serve. Every term we set aside a day to focus on and celebrate one of our values with a range of activities that deepen students’ knowledge of how to enact our values in everyday life.

At Langley Primary School we are:

**Respectful** ~ *treating others with consideration, using manners at all times and acknowledging the beliefs and rights of others. Respect for self, others and for our environment is the foundation of good character and of integrity.*

**Responsible** ~ *taking ownership of our behaviour and actions and setting a positive example to others*

**Courageous** ~ *The courage to have a voice and to make mistakes and learn from them. A commitment to learning is a lifelong and helps us make continual progress towards future relevance – this is critical in a fast-changing world*

**Kind** ~ *working together, communicating effectively and supporting each other in a positive manner.*

**Environmental sustainability** - At Langley Primary School, we continue to explore and improve environmental sustainability across the school, community and in our school curriculum while saving resources and money for the school. We believe that fostering a positive attitude and appreciation of sustainable environmental practice is vital to the development of our students as future guardians of our planet.

**Skills – for the 21<sup>st</sup> Century** embedded in our learning students have the opportunity to think deeply about issues, solve problems creatively, work in teams, learn ever-changing technologies, communicate in different forms and learn different ways to manage and think critically about the large amounts of information they

are able to access. These attributes prepare students for the world in which they will be working and helps them to frame challenges as opportunities.

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), and individual engagement strategies used by our school is included below:

### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is safe, inclusive, engaging and supportive
- 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 Langley Primary School use an instructional framework to include an explicit, common and shared model of instruction is used that ensures evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Langley 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 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
- acknowledge attendance formally in school assemblies
- students have the opportunity to contribute to and provide feedback on decisions about school operations through Junior School Council and by speaking with their teachers whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Buddies, school concerts, sporting programs, and marking significant indigenous days, and other activities including Book Week, Environment Week, Harmony Day etc.
- all students are linked to teachers other than their primary class teacher or the 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 promote students and staff as partners in learning

- we support staff and students with our school wide positive behaviour framework which is supplemented by programs such as:
  - The Resilience Project
  - Respectful Relationships
  - Berry Street Education Model
  - Safe Schools Program
- opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities)
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- teaching staff will undertake health promotion and social skills development identified in the SWPBS matrix and in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- 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


- Koorie students will be 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. Koorie students are supported with Individual learning plans which include personal cultural goals for each student and student support groups each term and access to the Meeting Place program held fortnightly during school terms for primary school-aged mob.
- 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 including through our Respectful Relationships Program
- we support learning and wellbeing outcomes of students from refugee background
- 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 Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

- staff will apply a trauma-informed approach to working with students who have experienced trauma

### Individual

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and
- Individual Safety Plans when required
- Program for Students with Disabilities
- referral to Student Support Services
- referral to Child First as required

Langley 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
- assessment to ensure the learning is at the right level for the student
- developing an Individual Learning Plan and/or a Safety Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  -  school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or 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
- Taking opportunities to communicate in both formal and informal ways
- 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
- Conducting Student Support Group meetings for all students each term

### Identifying students in need of support

Langley Primary School is committed to providing the necessary support to ensure our

students are supported intellectually, emotionally and socially. The teaching team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Langley 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
- behaviour analysis data when required
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance 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, 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.

### **Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and School wide approach to positive behaviour support expectations and guidelines. Student bullying behaviour will be responded to consistently with Langley Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Langley 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 which will be consistent with our Continuum of Consequences detailed in our SWPBS Handbook. Behaviour management 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.

Behaviour management at our school will be applied fairly and consistently in order to create a safe and predictable environment. Students will always be provided with an opportunity to be heard.

Consequences include:

- quietly 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
- restorative practices
- referral to the Principal
- behaviour reviews
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in particular 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 and Training.

The Principal of Langley 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**

Langley 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, non-judgmental, respectful line of communication between parents and staff
- 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
- providing opportunities for parents to attend parent/teacher interviews
- conducting Student Support Groups, and developing individual plans for all students.

## **EVALUATION**

Langley 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:

- LPS modified POLT student survey data
- Attitudes to School student survey data when applicable
- Parent Opinion survey data
- functional behaviour analysis data

## **RELATED POLICIES AND RESOURCES**

Further information and resources:

- Statement-of-Values-and-School-Philosophy
- Bullying-Prevention-
- Child-Safe-Code-of-Conduct
- Child-Safety-Reporting-Obligations-Policy-and-Procedures
- SWPBS Handbook

## **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
- Discussed at parent information nights/sessions

Hard copy available from school administration upon request

## **POLICY REVIEW AND APPROVAL**

<b>Policy Last Reviewed</b>	February 2025
Approved by	Principal
Next Scheduled Review Date:	February, 2027