STUDENT ENGAGEMENT AND WELLBEING POLICY

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.

Frankston Heights 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 aligned.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School profile

Frankston Heights Primary School is situated in suburban Frankston. The school has an enrolment of approximately 440 students and prides itself on being a caring school with a strong community spirit.

All students are valued and given the opportunity to achieve their potential through a stimulating and challenging curriculum. At Frankston Heights Primary School students are learning for life through innovative, vibrant learning experiences.

A student centred, personalised approach to learning in a safe, secure and supportive environment supports the holistic development of all students. Emphasis is placed on purposeful and differentiated curriculum to engage and cater for student learning. Students are valued and given guidance, choice, ownership and the tools to explore learning.

Specialist staff provide high quality programs in Performing Arts, Visual Arts, Physical Education and Respectful Relationships. Opportunities are planned for students to expand upon their interests and further extend their learning through camps, excursions, swimming program and extra curricula experiences such as school production.

The school provides a variety of student welfare and wellbeing programs including Respectful Relationships, Restorative Practices, Student Action Voice Teams and a Student Leadership Team that includes School Captains, House Captains and Performing Arts, Sport, Wellbeing and Environment Captains. A well planned transition program supports students as they transition from one school setting to another or from one year level to another.

2. School Values, Philosophy and Vision

Frankston Heights 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 our school community are encouraged to live and demonstrate our core values of respect, responsibility and resilience at every opportunity.

Our school's vision is to prepare students for our ever changing, global community through innovative, vibrant learning experiences in a safe, secure and supportive environment.

Our Statement of Values and School Philosophy is available on our school website.

3. Wellbeing and engagement strategies

Frankston Heights Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for students in our school. We recognise the importance of student friendships and peer support in helping 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 (school community), targeted (group specific) and individual (student specific) engagement strategies used by our school is listed below.

Universal engagement strategies:

- reinforce high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students using Restorative Practices
- create an inclusive, engaging and supportive culture that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcome all parents/carers and be responsive to them as partners in learning
- analyse and be 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
- use instructional frameworks to ensure an explicit, consistent and shared teaching model is implemented across curriculum areas
- teachers 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 across the whole community
- well 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 Voice team and a range of student voice strategies. Students are encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for student cross - age connections through a range of school programs and events
- all students are welcome to approach the Student Wellbeing and Inclusion leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind
- school wide positive behaviour support with staff and students, which includes programs such as:
    - Respectful Relationships
    - National Schools against Bullying and Violence
    - Restorative Practices
    - eSmart
- programs, incursions and excursions that address wellbeing and engagement
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs
- processes that 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 engagement strategies

- all teachers and support staff monitor the health and wellbeing of students
- 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. Koorie students are supported in accordance with the Department's policy on Koorie Education including having an individual education plan and cultural support plan
- English as a second language students are supported through our EAL curriculum 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
- 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 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
- 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 engagement strategies

Frankston Heights Primary School implements a range of strategies that support and promote individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent/carer to talk about how best to help the student to 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:
    - 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/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 an Attendance Improvement Plan 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.

4. Identifying students in need of support

Frankston Heights Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and to enhance student wellbeing. Frankston Heights 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 and suspension data
- engagement with families
- self-referrals or referrals from peers
- referrals to Student Support Services (SSS)
- liaise with allied health professionals e.g., occupational, speech and physical therapists.

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.

The school acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Frankston Heights Primary School we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

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
- act thoughtfully in and out of school and aim to bring credit to the school.

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 Behaviour Management Policy and Procedures.

Appropriate behaviours at Frankston Heights Primary School will be recognised through:

- class and individual awards at school assemblies
- written and oral reports to parents/caregivers
- positive feedback
- leadership opportunities
- representing the school
- newsletter and other communications to the school community.

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, Frankston Heights 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 adopts a restorative practice approach to support students to be problem solvers for conflict resolution.

The school utilises the FHPS Inclusive Management Approach to inappropriate behaviour in combination with other engagement and support strategies. Refer to the school's Behaviour Management Policy and Procedures for our Behaviour Framework and FHPS Inclusive Management Approach documentation. Consequences at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Consequences that may be applied include:

- talking to the student and referring them to the school values and expectations
- discussing appropriate behaviours in the classroom and instigating restorative practices
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- making changes to the students' educational program to better equip them to make appropriate choices
- developing a behaviour support plans
- withdrawal of privileges
- referral to Assistant Principal
- behaviour support and intervention meetings
- payment in kind for damages
- 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 and Training.

The Principal of Frankston Heights 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

Frankston Heights 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 Communications Policy
- sharing student learning and achievements at parent-teacher interviews and three way conferences
- providing written reports on student learning progress and achievements biannually to parents as per DET assessment and reporting guidelines

- publishing fortnightly school newsletters and year level term newsletters to the Sentral parent portal
- providing information packs to all new parents
- scheduling parent information session for curriculum programs such as Camps and Body Education
- providing parent volunteers with opportunities to contribute to school activities
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.
- developing well planned transition programs for all students
- regularly communicating school events in the school newsletter and on the Sentral parent portal.

8. Evaluation

Frankston Heights 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
- Sentral incident data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS).

Frankston Heights 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
- Expulsions - Decision.

FURTHER INFORMATION AND RESOURCES

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

- Attendance
- Student Engagement
- Child Safe Standards

- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion.

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

- Child Safety
- Bullying Prevention
- Behaviour Management and Procedures
- Statement of Values and School Philosophy
- Respectful Behaviours within the School Community
- Communication.

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2026
Consultation	July 2026 Education sub committee School Community (via Sentral) -July 2026
Approved by	Principal
Next scheduled review date	July 2028