
Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Laurimar Primary School on 03 9717 7100 or laurimar.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.

Laurimar 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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POLICY

1. School profile

Laurimar Primary was built by the Department of Education and Training (DET) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30 km from the CBD, in Melbourne's northern residential growth area. We are incredibly proud of our school and the many things that make it so unique. We proudly celebrate a strong culture of inclusion, difference and diversity so that each individual student can feel safe and make growth through the values that we follow - Respect, Belonging, Integrity, Excellence & Curiosity.

The school has a current population of approx 960 students. Growth within the school has been rapid over the past 12 years. The school continues to attract student enrolments due to our positive reputation within the Doreen and wider community and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.

The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities which creates a dynamic setting for students to be supported in their learning. The construction of a childcare, kindergarten and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar Community to benefit from.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represents an exciting opportunity for students and parents, and have established the school's strong culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

2. School values, philosophy and vision

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every student.

At Laurimar Primary School, the roles and responsibilities expected of employees at the various classification levels incorporates and reflects:

- Schedule 2 of the [Victorian Government Schools Agreement 2017](#)
- [Australian Professional Standards for Teachers](#)
- [Victorian Institute of Teaching, Codes of Conduct and Ethics](#)

Laurimar Primary School's learning, behaviour and attitude is based around the following values;

Excellence	Respect	Belonging	Integrity	Curiosity
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We expect that every student, staff member, parent and stakeholder display these values every day. We model our school values and use the SWPBS (School Wide Positive Behaviour Support) model to support learning and growth. We use the [Matrix of Expectations](#) to guide our weekly focus which is specific to Laurimar Primary School. The weekly SWPBS focus and the Social & Emotional Program and Laurimar Primary School supports growth for all students. We believe that values education through the SWPBS model is an integral part of our school and as such needs to be clearly reflected in school policies, codes of conduct and school documentation. These core values are the cornerstone on which we build our vision.

Our students also follow the 3 simple and powerful school rules;

1. [Respect our School](#)
2. [Do Your Best](#)
3. [Help others succeed](#)

At LPS we believe students learn best when they feel safe, valued and happy. Our staff are committed to providing an environment that nurtures personal growth and self-esteem. All members of the school community have rights and responsibilities and these are best ensured when agreed procedures are accepted and followed. Primary school students are developing appropriate ways to interact with others. The school and its community share the responsibility to assist students in learning appropriate behaviours.

3. Wellbeing and engagement strategies

Laurimar Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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.

Laurimar Primary School has high and consistent expectations of all staff, students and parents and carers. We prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. Laurimar Primary school continues to strive to create a culture that is inclusive, engaging and supportive. The school welcomes all parents/carers and is responsive to them as partners in learning.

Laurimar Primary School analyses and is 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. The school delivers a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.

Laurimar Primary School teachers 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 utilise Learning Intentions and Success Criteria in all lessons and have multiple entry point levels to cater for all students' needs.

Teachers at Laurimar 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. The school carefully plans transition programs to support students moving into different stages of their schooling. This is extensive for all Kindergarten students moving into our primary school.

Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents. Laurimar Primary School regularly monitors student attendance and implements attendance improvement strategies at a whole-school, cohort and individual level.

All students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

Laurimar Primary School creates opportunities for cross—age connections amongst students through school plays, sport, music programs and peer support programs. All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Occupational Therapist, Year Group Leaders, Assistant Principals and 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.

At Laurimar Primary School, we engage in school wide positive behaviour support with our staff and students, which includes programs such as 'Respectful Relationships' and the 'You Can Do It' program to provide support for teachers and students. Each student is involved in programs, incursions and excursions developed to address issue specific behaviour where applicable. The school provides opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities). At Laurimar Primary school we have buddy programs and peers support programs both at a classroom and yard level.

At Laurimar Primary School, each year group has a Year Group Leader, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support. We connect all Koorie students throughout our Maloga Art Mentoring program, and work with local agencies and department supports such as VACCA, KESO's and local Aboriginal members. All students in Out of Home Care are under the guidance of the Welfare Assistant Principal (Designated teacher), who works alongside LOOKOUT to ensure the needs of these students are being met. OOHHC students have IEP's and SSG / Care Team meetings at least once a term. We engage the support of agencies such as Berry Street and school based Allied Health to provide additional support for students, teachers and parents.

All Laurimar Primary School staff will apply a trauma-informed approach to working with students who have experienced trauma. These are organised case by case:

Particular documentation and processes will be followed to support all students at Laurimar Primary School.

- [Student Support Groups](#)
- *Individual Learning Plan and Behaviour Support Plan*
- *Disability Inclusion*
- *Referral to Student Welfare Coordinator and Student Support Services - STRIVE*
- *Referral to ChildFirst, Headspace, TOD*
- *Navigator*
- *Lookout*

Laurimar Primary implements a range of strategies that support and promote individual engagement. These can include:

- High and consistent expectations of all staff, students and parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Delivering a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Laurimar 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 Laurimar Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs support students moving into different stages of their schooling

- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator (Assistant Principal), School Nurse, School Chaplain, Assistant Principal and 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 support with our staff and students, which includes programs such as:
 - SEL - Respectful Relationships & YCDI Education
 - School Wide Positive Behaviour Support
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- Opportunities for student inclusion as part of the school's CLUBS Program (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy programs, peers support programs in Prep - Grade 6
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- Each year group has a Year Operations and Wellbeing Leader, 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 through the Maloga Art Mentoring Program which occurs Friday for 2 hours.
- 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 the STRIVE LEAP (Language Enhancement Achievement Program) where all students are identified through their classroom teachers that are eligible for the program
- We support learning and wellbeing outcomes of students from refugee backgrounds
- 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

- Laurimar Primary School will support student needs through:

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 toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing an Individual Learning Plan and/or a Behaviour Support Plan
- Considering if any environmental changes need to be made, for example changing the classroom set-up
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Laurimar 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 to help identify students in need of support and enhance student wellbeing. Laurimar Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records

- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

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 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 supports

Behavioural expectations of students are grounded in our school's Statement of Values.

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 [POLICY - Bullying Prevention 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, Laurimar Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and 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
- reflection processes
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Laurimar 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

Laurimar Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Laurimar Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Laurimar 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.

9. Restrictive Intervention

At Laurimar Primary restrictive interventions are measures of last resort and may only be used in situations consistent with Department policies. Please see a link to the Department's [Restraint and Seclusion Policy](#).

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 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 of Education 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:

- [POLICY - Bullying Prevention Policy](#)
- [POLICY - Bullying Prevention Policy](#)
- [POLICY - Bullying Prevention Policy](#)
- [Statement of Values and School Philosophy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Approved by Jason McBean	Principal
Next scheduled review date	Before June 2026