

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact (03) 9347 6022

## 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.

Carlton 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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## POLICY

## 1. School profile

Carlton Primary School is a vibrant and inclusive learning community committed to providing high-quality education in a contemporary and engaging environment. The school has undergone a significant and exciting transformation, creating 21st century flexible learning spaces designed to support collaboration, creativity and student-centred learning. Every classroom is equipped with interactive CommBox touch screens, flexible furniture, and open, adaptable spaces that enable a range of teaching and learning approaches.

At Carlton Primary School, we are deeply committed to student growth and achievement. Across all learning areas, teams of teachers, education support staff and intervention specialists work collaboratively to ensure every student is supported and challenged. We empower students to understand themselves as learners and use data-informed practices to ensure all students are working within their 'just right' zone of learning.

Our extensive outdoor environment enhances both play and learning. The school features an award-winning Covered Outdoor Learning Area (COLA), providing year-round access to sheltered play. Students benefit from a rich variety of outdoor facilities including a large sandpit with a recycled water pump, multiple playgrounds, a running track, an oval, and a dry creek bed with a canoe. Our garden and bush classroom further support outdoor learning and foster a strong connection to the natural environment.

The school also offers specialist facilities on the ground floor for programs such as visual arts, music and cooking, supporting a broad and engaging curriculum. In addition, Carlton Primary School is part of a broader community hub, hosting a 98-place kindergarten and long day care centre operated by Gowrie, as well as playgroups, maternal and child health services, and family support programs delivered in partnership with the City of Melbourne and Our Place Carlton.

Carlton Primary School values strong community connections and actively fosters partnerships with families, local organisations and services. Our culturally diverse community includes families from a range of backgrounds, with a significant proportion speaking languages other than English, including Mandarin, Vietnamese and Hindi. We also proudly acknowledge and celebrate our Koorie community.

We are committed to providing a safe, supportive and challenging learning environment where all students are known, valued and encouraged to achieve their personal best—academically, socially and emotionally

## 2. School values, philosophy and vision

*Carlton Primary School's Statement of Values and School Philosophy is integral to everything we do and underpins our strong, inclusive and connected school community. We are committed to creating a safe, supportive and engaging learning environment where every student is known, valued and respected.*

*Our school is guided by the core values of **Achievement, Relationships, Respect and Diversity**. These values form the foundation of our school culture and reflect our commitment to high expectations, strong connections, inclusion and a celebration of difference.*

*Under this umbrella, we promote a shared and consistent approach to behaviour through our expected school-wide behaviours: **Be Safe, Be Respectful and Be a Learner**. These expectations are explicitly taught, modelled and reinforced across all areas of the school, supporting students to develop responsibility, confidence and positive learning habits.*

*Our vision at Carlton Primary School is to empower every student to achieve their personal best. We are dedicated to equipping students with the knowledge, skills and dispositions they need to become confident, resilient and active members of society. We strive to support the development of happy, healthy and successful learners who are prepared for the opportunities and challenges of the future.*

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

### **3. Wellbeing and engagement strategies**

#### **Student Engagement and Inclusion**

Carlton Primary School has developed a range of strategies to promote student engagement, inclusion, safety, positive behaviour and respectful relationships. We recognise the importance of strong peer connections in supporting students to feel safe, connected and ready to learn. We also acknowledge that students' social, emotional and educational needs may change over time, and we respond with appropriate and targeted support.

#### **Universal (Whole-School) Strategies**

- Establish and maintain high and consistent expectations for all students, staff and families
- Foster positive and respectful relationships between staff and students as the foundation for wellbeing and learning
- Promote a safe, inclusive and supportive school culture that values diversity and encourages all students to participate
- Embed the school's values of **Achievement, Relationships, Respect and Diversity**, alongside the expected behaviours: **Be Safe, Be Respectful and Be a Learner**
- Use data (attendance, student learning, wellbeing and perception data) to inform planning and respond to student needs
- Deliver a broad, engaging and differentiated curriculum supported by an agreed instructional framework and evidence-based teaching practices
- Provide targeted wellbeing supports, including access to leadership, wellbeing staff and external services as required
- Implement whole-school approaches such as School Wide Positive Behaviour Support (SWPBS), Respectful Relationships and anti-bullying initiatives
- Support successful transitions across all stages of schooling
- Recognise and celebrate student achievement and positive behaviour
- Monitor and respond to student attendance at a whole-school, cohort and individual level
- Provide opportunities for student voice and leadership through forums such as the Student Representative Council and peer programs
- Promote strong partnerships with families as active participants in student learning
- Provide a range of extracurricular and cross-age activities to support inclusion and connectedness
- Maintain clear processes to identify, report and respond to inappropriate behaviours, including bullying, discrimination and harassment

## Targeted

Carlton Primary School provides targeted and individual support to ensure all students can engage fully in learning and school life.

- **The Wellbeing Leaders** oversee the health, wellbeing and academic progress of students in their year and act as a point of contact for additional support.
- **Koorie students** are supported in a positive learning environment that recognises and values Aboriginal and Torres Strait Islander culture.
- **English as an Additional Language (EAL) and culturally and linguistically diverse students** are supported to feel safe, included and able to participate fully in school programs.
- **Students from refugee backgrounds** receive tailored support to meet their learning and wellbeing needs.
- **LGBTIQA+ students** are supported in line with Department policy, ensuring a safe and respectful learning environment.
- **Students in Out-of-Home Care** are supported with a Learning Mentor, Individual Learning Plan and Student Support Group, in accordance with Department policy.
- **Students with a disability** receive reasonable adjustments, family consultation, and individualised support to engage fully in learning and activities.
- **Wellbeing and health staff** deliver health promotion and social skills development based on student needs, data, or staff referral.
- **All staff** apply a trauma-informed approach when supporting students who have experienced trauma.
- **International students** are supported in line with legal obligations and Department guidelines.

## 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](#)

Carlton Primary School implements a range of strategies to support students with additional or complex needs, including:

- Building constructive relationships with students who are at risk or vulnerable
- Meeting with students and families to identify ways to support engagement
- Developing Individual Learning Plans and/or Behaviour Support Plans
- Making environmental adjustments, such as classroom modifications
- Referring students to school-based wellbeing supports, Student Support Services, or appropriate external agencies (e.g., youth and family services, allied health, headspace, CAMHS, ChildFirst)
- Accessing re-engagement programs such as Navigator

The school also supports families by:

- Responding sensitively to changes in students' circumstances and wellbeing
  - Collaborating with families and external professionals to coordinate support
  - Monitoring attendance and implementing Attendance Improvement Plans
  - Engaging regional Koorie Engagement Support Officers where appropriate
  - Running regular Student Support Group meetings for students with disabilities, in Out-of-Home Care, or with complex needs requiring ongoing monitoring
4. Identifying students in need of support

## **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 management**

Behavioral expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Carlton 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's

behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

Carlton 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**

Carlton 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

Carlton 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 in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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](#)
- [LGBTIQA+ 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	School Council on the 28 April 2026
Approved by	Principal
Next scheduled review date	May 2028

