

Woodend Primary School

(Woodend Campus & Carlsruhe Annex)

Student Wellbeing and Engagement Policy

September 2026 – September 2028



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 5427 2455.

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.

Woodend 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

School profile

Established in 1855, Woodend Primary School is at the base of Mt Macedon on the northwest side of the Macedon Ranges. We are a dual campus school, with an annexe at Carlsruhe, seven kilometres north of Woodend. We continue to have a fluctuating enrolment profile. In 2026 our student population is just over 380 students. In 2026 our class structure consists of 16 classes from Foundation through to Year 6.

Teaching and learning programs are arranged around teaching teams in the Foundation, Year 1/2, Year 3, Year 4 and Year 5/6 of the school. Our year 4 students attend our second campus, seven kilometres north at Carlsruhe. The students attend the campus for four days a week and return to the main campus one day a week to participate in the Specialist Learning Programs. Whilst the priority is the delivery of the core curriculum, the students participate in activities integrated into the curriculum that focus on animal care and sustainability, including caring for, and maintaining the large vegetable garden. The students also participate in activities such as River Detectives and have a strong community relationship with Land Care. An activity program operates once a week with the support of parents and community members. Most of the activities centre around planting, harvesting and cooking, as well as construction activities with volunteers.

We offer a comprehensive specialist program with students engaging in Performing Arts, Visual Arts, Physical Education, French and Library. A before and after school program is offered daily through Bug a Lugs, an independent company. Private music tuition in keyboard, drums, guitar, violin, cello and trumpet is accessed by a number of students.

To support wellbeing and our culture of high expectations and pride, we implement School Wide Positive Behaviour and Respectful Relationships, underpinned by clear school values, behaviour expectations and a behaviour flowchart.

We continue to focus on building staff capacity and improved teacher practice through mentoring, partner teaching and a process of teacher observation, paired with explicit feedback. Our priority is improved student learning outcomes in Literacy and Numeracy aligned with authentic opportunities for student voice through our student leadership program and increased student agency through a cycle of ongoing feedback and goal setting. We prioritise strategies that focus on student connectedness, belonging, motivation and engagement. Our school improvement priority areas are underpinned by our school Philosophy and Values, our Instructional Models and Professional Learning Communities.

We have developed close reciprocal working relationships with local community groups and services.

School values, philosophy and vision

Woodend 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, integrity and kindness at every opportunity.

Our vision at Woodend Primary School is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy community members.

Our school philosophy statement is:

Together as a school community, we provide a safe, positive, engaging and inclusive learning environment where pride and respect are nurtured.

At Woodend Primary School our respectful, safe and inclusive culture is underpinned by our values. Our school values were designed by our community in 2018.

Our values are:

Be a Learner: I actively take part in all school activities.

Be Respectful: I show consideration for the feelings, wishes and rights of others.

Be Responsible: I am trustworthy and I accept the consequences of what I say and do.

Be Safe: I make careful choices to protect myself and others from harm.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Our Philosophy Statement and Values are available on our [website](#).

Wellbeing and engagement strategies

Woodend 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 targeted engagement 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 behaviours and inclusion are:

- maintaining 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 learning programs are tailored to student interests, strengths and aspirations
- teachers at Woodend Primary School use our Woodend Primary School instructional models to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Woodend 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
- incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting 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

- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Leader, assistant principal and principal whenever they have any questions or concerns
- creating opportunities for cross—age connections amongst students through our celebration days, school athletics, cross country, Lap-a-thon, Mathslympics, school concert and clubs.
- Welcoming all students to self-refer to the Inclusion & Engagement Leader, Year Level 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. We are proud to have an 'open door' policy where students and staff are partners in learning
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - eSmart Cyber Safety Program
 - Berry Street Trauma Informed Practices
- developing programs, incursions and excursions developed to address issue specific needs or behaviour
- creating opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- encouraging buddy programs, peers support programs
- putting measures 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

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- having a year group level leader responsible for their year, 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
- supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Aboriginal Learning Wellbeing and Safety Plan for further information
- supporting our English as a second language students through our English as an Additional Language (EAL) program, and supporting all cultural and linguistically diverse students to feel safe and included in our school.
- supporting learning and wellbeing outcomes of students from refugee background through the support of agencies such as Foundation House and DE Translator Services.
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department of Education policy on [LGBTIQ+ Student Support](#)

- supporting all students in Out of Home Care 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
- 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
- ensuring wellbeing and health staff 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 applying 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

Woodend 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
- 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 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
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Woodend 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.

Woodend 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
- Student Support Groups and Individual Education Plans

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 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. Further information about raising a complaint or concern is available in our [Complaints Policy](#).

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's [Statement of Values and Philosophy](#).

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 our [Bullying Prevention Policy](#).

When a student acts in breach of the behaviour standards of our school community, Woodend 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 Leader
- 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:

- [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 Woodend 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

Woodend 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 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 [Communication 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.

Evaluation

Woodend 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 will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES2, including attendance and absence data
- Student Online Case System (SOCS)

Woodend 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 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 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:

- [Child Safety and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)
- [Complaints Policy](#)
- [Aboriginal Learning, Wellbeing and Safety Plan](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2026
Consultation is Mandatory	Consultation on this policy occurred with parents, staff and School Council in term 3 September 2026.
Approved by	Principal
Next scheduled review date	September 2028 The mandatory review cycle for this policy is 2 years