

# STUDENT WELLBEING AND ENGAGEMENT POLICY



IF YOU NEED HELP TO UNDERSTAND THE INFORMATION IN THIS POLICY PLEASE CONTACT THE OFFICE ADMINISTRATION STAFF FOR INTERPRETER ARRANGEMENTS.

## 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.

Carnegie 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
- 6. Student behavioural expectations and management
- 7. Engaging with families
- 8. Evaluation

## **POLICY**

### **1. School profile**

Carnegie Primary School (CPS) has:

- A commitment to student safety in all school environments with zero tolerance to child abuse.
- Established teaching teams that construct a learning environment where students learn and feel valued.
- Developed expectations that all students can learn.

Carnegie Primary School responds to the needs and expectations of the community by providing evidence based educational programs that ensure all students learn. The School actively builds strong relationships, as parents are vital partners in the educational process. Carnegie Primary School invites active participation in the school; examples being School Council, Sub Committees and Parents & Friends Association.

Carnegie Primary School (CPS) is located in the City of Glen Eira in the South Eastern suburbs of Melbourne and is considered a school of choice within the local community. Carnegie Primary School enrolments were 569 students, in 26 classes, in 2025. The majority of children are "local" and within either walking distance or a short car drive to the school. Enrolments are mainly drawn from local Childcare and Kindergarten centres. Neighbouring schools are Murrumbeena Primary School, Glenhuntly Primary School, I, McKinnon Primary School and Lloyd Street Primary School. Grade 6 children feed into Glen Eira Secondary College.

### **2. School values, philosophy and vision**

Carnegie Primary School actively lives four values:

#### **Respect**

Valuing ourselves, others and property by being safe, supportive and inclusive.

#### **Resilience**

We are brave enough to make mistakes and learn and grow from challenges.

#### **Curiosity**

We explore, seek, ask and want to find out more!

#### **Integrity**

We do the right thing even when no one is watching.

Team planning and targeted teaching across the school maximises opportunities for student and teacher relationships to support student learning and wellbeing. CPS provides a strong framework for a safe and nurturing environment through the following:

- The school's values;
- Evidence based practice, shared protocols and norms;
- A commitment to relationship building throughout the School via positive behaviour and restorative practice philosophies.

CPS links with the community to provide a range of extra-curricular activities and leadership opportunities for students and encourages performances in the areas of leadership, academic achievement, sport, and the Arts.

The school's agreed set of values is central to policy and decision-making. These values give emphasis to the co-operative and caring nature of the school's ethos and promote recognition of a positive and persistent attitude and a strong sense of responsibility and respect for all.

Carnegie Primary School's Vision and Mission is as follows:

#### **VISION**

We foster a learning environment where every child is empowered to succeed through explicit teaching and shared routines. We ensure that students acquire the skills and knowledge necessary to thrive academically and socially. We believe in setting high expectations for all, supporting each child's unique journey and preparing them to face challenges with confidence and resilience.

#### **MISSION**

Carnegie Primary School has a commitment to fostering knowledgeable, respectful and caring young people who contribute positively and responsibly to their local and global community. We believe that students need to be well known to the school. Understanding learners and building connections through genuine relationships with each child, family and the wider community is central to our work at CPS. We also believe students need to be taught well. Carnegie PS implements evidence-based teaching approaches which ensure early and sustained success at school. The school provides training to all its staff, promoting a safe, positive and orderly environment where all students are expected to learn and achieve their potential.

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

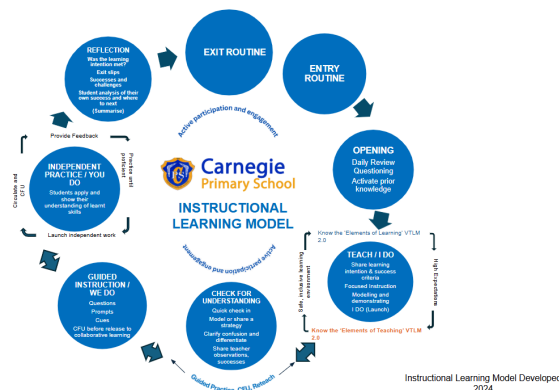
Carnegie Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel 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 universal (whole of school), targeted (year group specific) 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 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

- teachers at Carnegie 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 Carnegie 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 to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom and communication to parents
- monitoring of student attendance and implementation of 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. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- opportunities for cross—age connections amongst students through special events and days, house events, school performances, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing and Inclusion Leader, School Nurse, Year Group Leaders, 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:
  - Rights, Resilience and Respectful Relationships
  - The Zones of Regulation
  - Social Stencils
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

- 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.

All staff will utilise the following School-wide Positive Behaviour Support (SWPBS) practices in their classrooms;

- Display the SWPBS School-wide and classroom procedures and routines matrix.
- Explicitly teach and practice classroom, and school wide expectations, procedures and routines (eg lining up/transitioning/moving around the school) as outlined in our yearly scope and sequence.
- Acknowledge and positively reinforce expected student behaviours from the Behaviour Matrix across all areas regularly (at least 4 positives to 1 corrective).
- Utilise the school's House Points system to acknowledge positive behaviours.
- Utilise the behaviour response continuum to discourage minor inappropriate behaviour whilst promoting the learning of appropriate replacement behaviours.
- Collect data on frequent minor behaviours in their classrooms which is analysed at least monthly to inform appropriate interventions.
- Ensure instruction and curriculum materials are matched to student ability
- Ensure students experience high rates of academic success (> 75% correct).
- Ensure transitions between instructional and non-instructional activities are efficient and orderly.
- Ensure problem behaviours receive consistent consequences matched to the behaviour skill deficit

### Targeted

- Each year group has a Year Level Leader, a senior teacher responsible for their year, who monitors 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.
- Our English as a second language students are supported through our teaching program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We support learning and wellbeing outcomes of students from refugee background, working with families and support staff.
- 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.

- 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

Carnegie 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 parent/carer to talk about how best to help the student 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 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 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.

Further information can be found:

[Student Support Groups](#)  
[Individual Education Plans](#)  
[Behaviour - Students](#)  
[Behaviour Support Plans](#)  
[Student Support Services](#)

[Program for Students with Disabilities](#)

[Mental health toolkit](#)  
[headspace](#)  
[Navigator](#)  
[LOOKOUT](#)

#### **4. Identifying students in need of support**

Carnegie Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing and Inclusion leader, staff and families play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Carnegie 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.

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**

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 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, Carnegie 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 and Training. The Principal of Carnegie 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**

Carnegie 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
- 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

Carnegie 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
- CASES21, including attendance and absence data
- SOCS

Carnegie 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 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June 15th 2025
Consultation	Community Consultation in Newsletter July 28th 2025
Approved by	Principal
Next scheduled review date	June 2027