

STUDENT WELLBEING AND ENGAGEMENT 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.

Lalor North 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

Established in 1971, **Lalor North Primary School** is in Melbourne's North Western Victoria Region and is a proud member of the Whittlesea network of schools. We serve a vibrant community of approximately 330 students from Foundation (Prep) to Year 6, with around 70% of our students coming from homes where a language other than English is spoken. This rich cultural and linguistic diversity is a cornerstone of our identity, and we actively celebrate and embed it into every aspect of school life.

Our school is committed to delivering a **rigorous, inclusive and future focussed education**. Through a balanced and comprehensive curriculum aligned with the **Victorian Curriculum 2.0**, we aim to equip every student with the skills, knowledge, and attitudes necessary to succeed in an ever-changing world. Our academic programs are designed to promote deep learning, creative and critical thinking, and strong personal growth.

Languages are a strength at Lalor North Primary School. Students learn through language and learn about language through our internationally recognised English/Greek or English/Macedonian Bilingual programs. Our school attracts students from beyond our immediate area because of the features of these programs.

The key learning areas of the Victorian Curriculum 2.0 are enriched by many supportive programs. These include Tutoring, Social Skills Groups, Speech Therapy, English as an Additional Language Programs, Sustainability Programs, Sports programs, High Abilities Program, Life Education program, Clubs Program, School Choir, Talent Show, Interschool Sports Program, Garden Club, Perceptual Motor Program, Swimming and Camp programs.

At Lalor North, we believe **every child can learn, lead, and succeed**. Our classrooms foster curiosity, critical thinking, and active engagement. Students are supported to set goals, reflect on their learning, and develop resilience and responsibility. Leadership is encouraged at all levels, with a strong **Student Leadership Program and School Representative Council** that empower students to contribute meaningfully to school life and decision-making.

Our commitment to **lifelong learning** extends to our dedicated teaching staff, who work collaboratively in professional learning communities to continually refine their practice and ensure high-quality outcomes for every student. We recognise that strong partnerships with families enhance student success. Open, respectful and ongoing **communication between school and home** is central to our approach, and parents are welcomed as active participants in our school community.

At Lalor North Primary School, our core values—**Respect, Honesty, Unity, Success, and Resilience**—are embedded in everything we do. We take pride in offering a warm, inclusive, and academically ambitious learning environment where all children are supported to thrive—socially, emotionally, and academically.

Our school features a wide range of purpose-built facilities designed with flexibility, inclusion, and student voice in mind. Our classroom spaces are modern, inviting, warm and spacious. Each climate-controlled classroom is thoughtfully arranged to support student choice, with flexible learning zones that cater for explicit small group teaching, independent learning, and larger collaborative projects. **Break-out spaces and meeting areas throughout the school ensure that students and staff have the ideal environments for explicit teaching, deep thinking, teamwork, and connection.**

Specialist facilities include a **custom-designed Art Room**, an **inspiring STEAM Centre**, a hands on Discovery Room for play based exploration, and a newly refurbished, well-stocked library that fosters a love of reading. Our large, **spacious gymnasium** promotes physical activity and wellbeing, while our comfortable **Before and After School Care space** and dedicated room for our registered playgroup support our school community beyond the classroom.

Outdoors, students enjoy a wide range of engaging and inclusive play opportunities, including a custom designed sandpit, a popular collaborative Gaga Pit, outdoor table tennis, and expansive shaded play and oval areas. We are also excited about our School Community Kitchen Garden facility—offering students meaningful experiences with food, sustainability, and nature as well as learning about the circular economy.

2. School Values, Philosophy and Vision

Lalor North 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, honesty, resilience, success and unity at every opportunity.

Our school's vision is to learn and grow together in an inclusive, safe and caring community.

3. Wellbeing and Engagement Strategies

Lalor North 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 STRATEGIES

- **Maintain high and consistent expectations** for all staff, students, parents, and carers to foster a culture of excellence and mutual respect.
- **Prioritise positive, respectful relationships** between staff and students, recognising their fundamental role in promoting and sustaining student wellbeing and engagement.
- **Foster an inclusive, engaging, and supportive school culture** that celebrates diversity and empowers all students to participate fully and feel valued within the community.
- **Welcome and actively involve parents and carers** as essential partners in their children's learning, ensuring responsiveness to their needs and perspectives.
- **Utilise comprehensive data analysis**, including attendance records, Attitudes to School Surveys, parent feedback, student management, and academic assessment data to inform targeted interventions and school improvement strategies.
- **Implement a consistent instructional framework** across classrooms to deliver explicit, evidence-based, high-impact teaching practices that enhance student learning outcomes.
- **Employ diverse teaching and assessment methods** tailored to accommodate the varied learning styles, strengths, and needs of our students, in alignment with Victorian Institute of Teaching standards.
- **Embed our Statement of Values and School Philosophy** within the curriculum and school community to ensure these principles are lived, shared, and celebrated by students, staff, and families.
- **Provide carefully designed transition programs** that support students as they move through different stages of their education, ensuring smooth and confident progression.
- **Recognise and celebrate positive behaviour and student achievements** regularly, both within classrooms and through formal assemblies and communications with families.
- **Monitor student attendance rigorously** and implement effective, multi-level attendance improvement strategies addressing school-wide, cohort, and individual needs.
- **Empower students to actively participate in school decision-making** via the Student Representative Council, while encouraging open communication with teachers and leadership about questions or concerns.
- **Create opportunities for meaningful cross-age connections** through school performances, athletics, music programs, and peer support initiatives that strengthen community bonds.
- **Maintain an open-door policy** where students can self-refer to the Student Wellbeing Coordinator, Assistant Principal, or Principal to discuss issues or seek support, fostering a safe and collaborative learning environment.
- **Implement school-wide positive behaviour support frameworks**, including programs such as Respectful Relationships and Safe Schools, to promote respectful, safe, and inclusive behaviours.
- **Offer targeted programs** to address specific behavioural or emotional needs, such as anger management and social skills development.

- **Provide diverse avenues for student inclusion**, including sports teams, clubs, and recess or lunchtime activities, to enhance social connection and engagement.
- **Facilitate buddy and peer support programs** that encourage mentorship, friendship, and student wellbeing.
- **Empower our school community to identify, report, and address inappropriate behaviours**, including racism, homophobia, and other forms of discrimination or harassment, ensuring a safe and respectful environment for all.

TARGETED STRATEGIES

- **Classroom teachers actively monitor the health and wellbeing of every student in their class**, collaborating closely with the Student Wellbeing Leading Teacher, Principal, and Assistant Principal to provide timely support and intervention when needed.
- **Koorie students are supported to fully engage in their education within a positive, culturally responsive learning environment** that respects, values, and promotes the strengths and heritage of Aboriginal and Torres Strait Islander cultures.
- **Students from culturally and linguistically diverse backgrounds, including those learning English as an additional language, are provided targeted support** to ensure they feel safe, included, and empowered to succeed academically and socially.
- **Students from refugee backgrounds receive dedicated support** tailored to their unique learning and wellbeing needs, ensuring equitable access to education and a welcoming school experience.
- **A positive and respectful learning environment is maintained for students who identify as LGBTIQA+**, in full alignment with the Department's LGBTIQA+, Student Support Policy, promoting inclusion, safety, and respect.
- **Students in Out-of-Home Care are supported comprehensively** in accordance with Department policy, including the appointment of a Learning Mentor, development of Individual Learning Plans, coordination of Student Support Groups (SSGs), and access to Educational Needs Assessments via Student Support Services.
- **Students at risk are provided with inclusive, tailored support** to fully participate in all learning and school activities, following Department off Education Disability Inclusion guidelines. This includes reasonable adjustments, ongoing consultation with families, and, where appropriate, establishment of Student Support Groups and Individual Education Plans.
- **Wellbeing and health staff implement proactive health promotion and social skills development programs**, responding annually to data-driven needs identified through student wellbeing surveys, teacher observations, and school-wide assessments.
- **Staff adopt a trauma-informed approach when working with students who have experienced trauma**, ensuring sensitivity, safety, and appropriate support strategies to promote healing and learning.
- **International students enrolled under the Department's International Student Program are supported** in full compliance with legal obligations and Department policies, ensuring their educational experience is positive, safe, and successful.

INDIVIDUAL STRATEGIES

Lalor North Primary School implements a comprehensive range of targeted strategies designed to support and promote individual student engagement, particularly for those at risk or facing complex personal circumstances. These strategies include:

- **Building trusting and constructive relationships** with students who are vulnerable or at risk, fostering a supportive environment tailored to their needs.
- **Collaborating closely with students and their parents/carers** to discuss and identify the most effective ways to enhance student engagement and wellbeing.
- **Developing personalised Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs)** to guide tailored educational and behavioural interventions.
- **Assessing and adapting the learning environment** as needed for example, modifying classroom setups to better support individual student needs.
- **Referring students to appropriate support services, including:**
 - In-school wellbeing resources and staff
 - Student Support Services for specialised educational assistance

- External allied health professionals and community services such as council-based youth and family programs, headspace, NDIS, Child and Adolescent Mental Health Services (CAMHS), and Child First
- Re-engagement initiatives such as the Navigator program
- **Supporting families proactively** by being responsive and sensitive to changes in students' circumstances, health, and wellbeing, ensuring a collaborative approach to support.
- **Facilitating effective collaboration between families, students, and external professionals or agencies**, with consent and involvement of the student and their family, to ensure coordinated support.
- **Monitoring individual attendance closely** and developing targeted Attendance Improvement Plans in partnership with students and their families to promote consistent school participation.
- **Engaging with regional Koorie Engagement Support Officers** to provide culturally responsive support for Aboriginal and Torres Strait Islander students and their families.
- **Convening regular Student Support Group (SSG) meetings** for students:
 - With disabilities
 - In Out-of-Home Care
 - Who have other complex needs requiring ongoing monitoring and coordinated support

Through these individualised strategies, Lalor North Primary School is committed to creating an inclusive, responsive, and supportive learning environment where every student is empowered to succeed.

4. Identifying students in need of support

Lalor North Primary School is dedicated to providing comprehensive support that nurtures the intellectual, emotional, and social wellbeing of every student. Our Student Wellbeing team plays a vital role in developing and implementing targeted strategies to identify and assist students who require additional support, fostering a positive and inclusive school environment.

To effectively identify students needing extra emotional, social, or educational assistance, Lalor North Primary School utilises a range of information and tools, including:

- Personal, health, and learning information collected at enrolment and throughout the student's time at school
- Attendance records and patterns
- Academic performance data
- Observations by staff noting changes in student engagement, behaviour, self-care, social connections, and motivation
- Records of attendance, detentions, and suspensions
- Active engagement and communication with families
- Student self-referrals and peer referrals

By combining these insights, we ensure timely, tailored support that helps every student thrive across all areas of their development.

5. Students' 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

Behavioural 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, Lalor North 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 a member of the Leadership Team
- 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 Lalor North 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

Lalor North 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

Lalor North 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

Lalor North 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 staff handbook/manual

- Discussed at annual staff briefings/meetings
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available 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](#)

FUTHER 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](#)
- [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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Consultation	June 2025 School Council June 2025 Staff Briefing June 2025 Student Representative Council
Approved by	Principal – Elizabeth Bryan
Next schedule review date	June 2027