



# STUDENT WELLBEING AND ENGAGEMENT POLICY

**Approved by School Council:**  
October 2023

**Review:**  
October 2025



## Help for non-English speakers

If you need help to understand the information in this policy please contact [\(03\) 9338 6083](tel:0393386083) or [gladstone.views.ps@education.vic.gov.au](mailto:gladstone.views.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.

Gladstone Views 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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2. School values, philosophy and vision
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## POLICY

### 1. School profile

Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success. The school is organised into four Professional Learning Communities: Foundation, Years 1/2, Years 3/4 and Years 5/6. Out of School Hours Care is provided both before and after school on a daily basis by the school, and the school gymnasium is hired by School Council to outside users. Our school is committed to providing a safe, secure and stimulating environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

The February 2021 enrolment of 388 students had a Student Family Occupation (SFO) Index of 0.4851 and SFOE Index of 0.4124.

The staffing profile of the school includes: a Principal, Assistant Principal, a Leading Teaching and two Learning Specialists (for Literacy and Numeracy).18 classroom teachers and equivalent 5.2 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.6 office staff. Students and programs are supported by equivalent 4.1 Education Support Staff.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning.

The daily timetable is arranged around 5 teaching sessions of 60 minutes each. Students have one 60 minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Physical Education and LOTE (Italian).

Gladstone Views Primary school has a diverse population. We have 51 EAL students enrolled. The school caters for the EAL students through classroom program and targeted teaching where necessary. Areas to focus on in regards to EAL: EAL students to be assessed against the EAL continuum, monitor and track EAL progress and to improve the connection between home and school. We have five Koorie students at the school. The school has regular care team meetings and student support group meetings. Individual education plans and progress is monitored.

14 students are currently on the PSD list with a large number of students diagnosed with specific needs, or exhibiting behaviour that requires assistance. PSD students are on an Individual Learning Plan and students who are funded for Severe Behaviour also have a behaviour management plan. Student Support Group meetings occur throughout the year.

Five students are currently in Out of Home Care. All students have regular care team meetings (including external support services). Individual education plans and progress is monitored. There are 97 students with varying medical conditions which the school has medical plans as needed. Monitoring and tracking attendance and lateness is also a challenge. A Well Being committee was established at the start of the 2021, however a full time Well Being Leader will be assigned in 2022 to oversee the role.

Students with high academic ability have been participating the High Abilities program in 2020 and 2021, however more of a focus is required in extending and challenging those students working at or above the expected level in all areas of the curriculum.

Gladstone Views Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

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

At Gladstone Views Primary School, Gladstone Views Primary School aims to create productive citizens of the future.

We are committed to providing a safe and welcoming environment that promotes engaged and curious learners who can achieve their full potential and become empowered life-long learners. We maintain an inclusive environment which acknowledges and respects students from diverse family and cultural backgrounds.

We are committed to providing high-quality education that challenges, stimulates and enables all students to achieve personal success. As a government school as part of the Education State our work is underpinned by the Framework for Improving Student Outcomes (FISO 2.0) with particular focus on Learning and Wellbeing driven by the key pillars of Teaching and Learning, Leadership, Assessment, Engagement and Support and Resources.

School Values

We are Respectful

We are Safe

We are Kind

We are Learners

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

Gladstone Views 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
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Gladstone Views Primary School use a Gradual Release of Responsibility 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 Gladstone Views 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 formally in school assemblies and communication to parents*
- *monitor 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.

- create 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, School Nurse, School Chaplain, 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:
  - Respectful Relationships
  - 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.

#### Targeted

- each year group has a Year Group has a team leader responsible for their year, 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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.
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Example School assists students to plan their Year 10 work experience, supported by their Career Action Plan

#### Individual

Gladstone Views 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**

*Gladstone Views 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 help identify students in need of support and enhance student wellbeing. Example 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 management**

Gladstone Views Primary School has a matrix of Expected behaviour and it is expected that students meet these expectations and that teachers at Gladstone Views Primary School enforce these expectations <https://drive.google.com/drive/home>



# Matrix of Expected Student Behaviour

ALWAYS	CLASSROOMS	PLAY AREAS	TOILETS AND TAPS	CANTEEN	TRANSITIONS	ASSEMBLY	DIGITAL TECHNOLOGY AND ONLINE	IN THE COMMUNITY
<ul style="list-style-type: none"> <li>We listen to the person talking and I use manners</li> <li>We are honest</li> <li>We ask for consent when using other people's belongings and take care of property</li> <li>We take our hats off inside</li> </ul>	<ul style="list-style-type: none"> <li>We persist at our work independently and in groups</li> <li>We share and take turns</li> <li>We follow all classroom rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>We use positive, safe and kind language</li> <li>We put rubbish in the bin</li> <li>We eat in designated areas</li> <li>We share equipment and play spaces</li> <li>We include others</li> </ul>	<ul style="list-style-type: none"> <li>We respect privacy</li> <li>We keep the toilets clean</li> <li>We tell a teacher if the toilets are dirty or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>We wait our turn</li> <li>We use our manners</li> </ul>	<ul style="list-style-type: none"> <li>We move sensibly throughout the school</li> <li>We maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>We enter and exit quietly</li> <li>We listen to the speaker and follow instructions</li> <li>We show appreciation by clapping appropriately when asked</li> <li>We are mindful of people around us</li> <li>We stand respectfully for the National Anthem and Acknowledgement of Country</li> </ul>	<ul style="list-style-type: none"> <li>We follow the GVPS Digital Technology agreement</li> <li>We keep communication positive</li> <li>We seek permission when taking photos and posting information about others online</li> </ul>	<ul style="list-style-type: none"> <li>We respectfully represent our school</li> <li>We are responsible citizens</li> <li>We are inclusive and respect diversity</li> <li>We wear our correct school uniform with pride</li> </ul>
<ul style="list-style-type: none"> <li>We keep our hands, feet and objects to ourselves</li> <li>We are where we are meant to be</li> <li>We move sensibly and safely throughout the school</li> <li>We ask for help if we need it</li> <li>We follow instructions</li> <li>We are upstanders by reporting inappropriate behaviour or damage</li> </ul>	<ul style="list-style-type: none"> <li>We use equipment appropriately</li> <li>We are responsible citizens</li> </ul>	<ul style="list-style-type: none"> <li>We wear our hats during Sunsmart months</li> <li>We wait our turn</li> <li>We eat in the designated areas</li> <li>We use equipment correctly</li> <li>We follow the rules of the game</li> <li>We line up when the music starts</li> </ul>	<ul style="list-style-type: none"> <li>We go to the toilet and have a drink during breaks</li> <li>We flush the toilet and wash our hands with soap and water</li> <li>We leave when we are finished</li> </ul>	<ul style="list-style-type: none"> <li>We wait in line</li> <li>We only purchase and eat our own food</li> </ul>	<ul style="list-style-type: none"> <li>We line-up and walk in two lines</li> <li>We keep to the left and stay together</li> <li>We look where we are going</li> </ul>	<ul style="list-style-type: none"> <li>We leave aisles, entry and exit points clear</li> <li>We sit with our class</li> </ul>	<ul style="list-style-type: none"> <li>We keep passwords and personal details private</li> <li>We only access sites we have permission to use</li> <li>We only communicate online with people we already know</li> <li>We report anything inappropriate to an adult or parent immediately</li> </ul>	<ul style="list-style-type: none"> <li>We obey community safety rules</li> <li>We are aware of stranger danger</li> </ul>
<ul style="list-style-type: none"> <li>We always try our best</li> <li>We understand that mistakes are a part of learning</li> <li>We accept decisions and follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>We are prepared for learning</li> <li>We show resilience, have a growth mindset and reflect positively on our learning</li> <li>We contribute to group tasks</li> <li>We STOP, LOOK and LISTEN when the teacher asks</li> </ul>	<ul style="list-style-type: none"> <li>We participate</li> </ul>	<ul style="list-style-type: none"> <li>We listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>We learn from our mistakes</li> </ul>	<ul style="list-style-type: none"> <li>We have the equipment we need to learn</li> </ul>	<ul style="list-style-type: none"> <li>We follow the school values</li> <li>We action important messages</li> </ul>	<ul style="list-style-type: none"> <li>We follow classroom expectations</li> <li>We use school devices for learning purposes</li> </ul>	<ul style="list-style-type: none"> <li>We line up before the bell rings</li> </ul>
<p>We are friendly, generous, helpful and considerate of others</p>								

Gladstone Views Primary School also has a minor and major behaviour management framework for managing student Gladstone Views Primary School [GVPS Minor-Major Behaviour Management Flow Chart.docx](#)



## Minor & Major Behaviour Management

Be Safe ~ Be Respectful ~ Be Kind ~ Be a Learner

CREATING SUCCESS		
Are students experiencing success? <ul style="list-style-type: none"> <li>Engaging, relevant content appropriate to level</li> <li>Appropriate teaching &amp; learning strategies</li> </ul>	Is there a positive learning environment? <ul style="list-style-type: none"> <li>3:1 positive to corrective interactions</li> <li>Acknowledgement system</li> </ul>	Do students understand what is expected? Can they achieve it? <ul style="list-style-type: none"> <li>Positive expectations explicitly taught (matrix)</li> </ul>

Behaviour Response	Minor Behaviours	Major Behaviours	Response Team
<b>PROMPT</b> students with a non verbal/visual and/or verbal cue/move into their space.	<b>Be Respectful</b> Inappropriate language (name calling, swearing etc) Teasing Defiance (identify the specific defiant behaviour) Exclusion of others Ignoring personal space Talking back / copying / imitating Lying, deception Shouting/screaming	<b>Be Respectful</b> Bullying (ongoing behaviours) Abusive language towards another person and/or threats Cyberbullying Discriminatory behaviour (racism, gender discrimination etc) Intimidation Damaging school property (and/or others' property) Injuring (or displaying intent) wildlife and the environment	<b>Response Team</b> Leadership Team member to be notified and to form a Response Team - (member of Leadership, classroom teacher, Yard Duty teacher and ES Staff if required)
<b>REDIRECT</b> and restate the expected behaviour from the matrix - what we want to see.	<b>Be Safe</b> Playing in toilet areas Throwing things inside Grabbing / touching others Running around the classroom/hallways Accessing inappropriate material online (not teacher approved) Possession of inappropriate materials/items	<b>Be Safe</b> Serious physical contact where injury may occur to another student or staff member Absconding / leaving school grounds without permission Repeated internet violations Possessing illegal items (incl. pornography online or paper) Possessing / using / threatening to use a weapon or dangerous items Anti-personal safety behaviours Harassing others - obscene gestures, intimidation, negative comments Fighting / Violence / Hitting Spitting on another person Biting	Response Team to work together to minimise the risk to student(s), staff or property, if safe to do so (remove student from classroom / play area if necessary OR remove whole class to another space)
<b>RETEACH</b> and demonstrate the expected behaviour (to individual, small group and/or the whole class).	<b>Be a Learner</b> Distracting others, interrupting others' learning Refusal to follow instructions Refusal to participate Late to class after lunch and recess Leaving classroom without permission	<b>Be a Learner</b> Consistent and repeated interruption to learning	Response Team (led by Leadership member) will; <ul style="list-style-type: none"> <li>Record incident on Compass and/or Emergency Management if required</li> <li>Notify Parents</li> <li>Debrief with relevant people on situation/process (e.g. note on Compass, conversation with teacher and/or teacher to also seek out member of Response Team)</li> </ul>
<b>PROVIDE CHOICE</b> Student complies OR a logical consequence is given from 'Outcomes of Minor Behaviour'	<b>REMEMBER TO...</b> 1. Prompt, Redirect, Reteach, Provide Choice. 2. Repair/Reconnect with student(s) 3. Contact parents 4. Seek member from Response Team		<b>FOLLOW UP</b> Teacher to observe & monitor FOLLOW UP student's progress - ongoing Leadership Team Member to assign PLC Exec Team/SWPBS/PLC meeting for discussion, reflections and plans for ongoing support of student/s <ul style="list-style-type: none"> <li>Evaluate behaviour data on Compass each meeting</li> <li>Assess incidents, actions and their effectiveness</li> </ul>
<b>FOLLOW UP</b> Teacher to follow up on outcomes with a repair and inform classroom teacher if this is not their student/s. Compass incident			

Staff need to be: calm, consistent, brief, immediate, respectful, specific.

## SELECTION OF OUTCOMES

Please use the following choices to guide what the outcome will be for the student/s.

In some circumstances providing a student with a choice of two appropriate outcomes can help diffuse a situation.

OUTCOME OF MINOR & REPEATED BEHAVIOUR	OUTCOME OF MAJOR BEHAVIOUR
Move to another seat Move to another classroom Stay in and make up time Written or verbal apology Loss of privileges Walking with yard duty teacher (discussion) Phone call to parents if student(s) was hurt by the teacher who observed the behaviour.	<b>REOCCURRING BEHAVIOUR</b> Reward/Behaviour Chart (to encourage expected behaviour) Restricted play areas Time In at breaks (discussion with Leadership) Restorative Conversation / Action / gathering student voice about the situation and their perspective Note in diary/Dojo/communication book Phone call to parents by teacher who observes behaviour Student Support Group organised if required Removed from classroom to leadership member and/or school / or yard
	Restorative Conversation / Action Phone call to parents Removed from classroom and/or school / or yard Behaviour Plan/Contract Restricted play areas Alternative school-based program
	<b>EXTREME OUTCOME</b> Student exit or class evacuation Time In In school suspension Loss of privileges (i.e. excursions/camps Modified school day, leadership privilege) Formal Suspension Expulsion

## REQUESTING ASSISTANCE

In some circumstances you may require extra assistance on yard duty and/or in the classroom when managing an incident/behaviour. Please refer to the following process when required.

PROCESS FOR REQUESTING ASSISTANCE WHILE MAXIMISING LEARNING
If a student/s is displaying extreme and/or dangerous behaviours and is a threat towards the safety of themselves and/or others, please do the following:
<ol style="list-style-type: none"> <li>Contact the front office to let them know that you require assistance.</li> <li>If the behaviour is posing a serious danger to others in the classroom, remove the class from the room.</li> <li>When a member of the Leadership Team arrives, provide a quick description of what has happened.</li> <li>The Leadership support person will determine if the student needs to be removed or if they are satisfied that the student can remain in the classroom.</li> <li>The Leadership support person will work with the teacher to plan the best time to have a restorative conversation with the student.</li> </ol>

**\*\* DISCLAIMER \*\***

It is important to understand that circumstances may influence different situations and this document is subject to change when necessary and accordingly by the Leadership Team.

Staff need to be: calm, consistent, brief, immediate, respectful, specific.

*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, Gladstone Views 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 Gladstone Views 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**

Gladstone Views 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**

Gladstone Views 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

Gladstone Views 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 [or insert other online parent/carer/student communication platform]
- 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/carers 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
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	<b>October 2023</b>
Consultation	School Council
Approved by	Principal
Next scheduled review date	October 2025