

STUDENT ENGAGEMENT AND WELLBEING 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.

Pakenham Lakeside 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

1. School profile

Pakenham Lakeside Primary School (PLPS) is located in the south-eastern growth corridor, approximately 55 kilometres from Melbourne. It commenced its operations at the beginning of the 2009 school year with an initial enrolment of 142 and we currently have approximately 730 students enrolled from Year Prep to Year 6. The school has 80 staff members including a *Student Engagement and Support* teacher.

Our school is situated on a large area of land within the Lakeside estate with one boundary bordering wetlands. The school is easily and safely accessible from all directions with the aid of traffic signals and crossing attendants allowing our students and families to walk or ride to school if desired.

Our school is culturally diverse with 20% of families having a language background other than English with the largest LOTE groups being Indian and Sri Lankan. We are proud of our diversity and inclusive school community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

At Pakenham Lakeside Primary School (PLPS) we are committed to creating a learning environment that reflects our core purpose of assisting our students to become lifelong learners and positive and contributing citizens. Our school's five core values of RESPECT, RESPONSIBILITY, TOLERANCE, INTEGRITY and CO-OPERATION uphold three basic beliefs that underpin school life at PLPS:

- everyone has the right to be treated in a courteous and caring manner
- everyone has the right to be and feel safe at school
- everyone has the right to learn

To ensure we are able to maintain our focus on effective student learning and engagement, we need to maintain an orderly learning environment for all students. An integral component of this is ensuring that we manage student conduct in a fair and consistent manner. This document outlines the approach taken at PLPS.

For our methods to be effective it is important for parents to realise that by enrolling at our school they are agreeing to support the school's approach and assist in supporting the learning environment we are creating at PLPS.

This document ensures that all parents enrolling children at PLPS have a clear understanding of the approach we use at school so they can support the school in our pursuit of continuing to develop our learning and school community.

In order to maintain a safe and supportive learning and school environment where our students are effectively engaged or playing harmoniously, our approach needs to be clearly understood and consistently enforced. Your understanding and support of our approach is vital for the success of your child at PLPS.

Through our teaching and learning program we strive to bring our school vision to fruition:

"At PLPS we endeavour to develop students who are curious, have the capacity to work collaboratively and who connect their learning to the real world. Through learning we seek to foster values that contribute to their development as lifelong learners."

At PLPS our school's five core values of RESPECT, RESPONSIBILITY, TOLERANCE, INTEGRITY and CO-OPERATION guide our interactions and behaviours. Our curriculum is about building character, as well as learning. Values education assists our students to exercise ethical judgement and social responsibility. Values have been articulated into the school's culture through policies and practices, including teaching and learning.

Effective values education:

- helps our students understand and be able to apply values in their daily lives
- articulates the values of the school community and applies these consistently in the practices and operations of the school
- occurs in partnership with students, staff, families and the school community
- is developed in a safe and supportive learning environment.

Our school encourages and nurtures the professional work of all staff, as well as developing a strong sense of community through collective responsibility and collaboration. The school environment is welcoming and open and provides a hub for community activities and programs.

The outstanding design of the facilities reflects contemporary pedagogical approaches through the provision of open and flexible learning areas capable of catering for a variety of teaching approaches, learning styles and student groupings.

Our Statement of Values and School philosophy is available on our school website at www.plps.vic.edu.au

3. Wellbeing and engagement strategies

Pakenham Lakeside 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 whole of school, targeted and individual engagement strategies used by our school is included below:

Whole of School

Creating a positive school culture

The foundation of our positive school culture is our school's five core values which provide a basis for the active participation of all members of the school community so they feel valued, safe and secure. Students are provided with meaningful opportunities to contribute to the school and are provided with opportunities to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours and consistent routines, embedding social and emotional learning into the daily curriculum and the use of logical consequences to address attendance issues, as well as appropriate and inappropriate behaviour.

Building a safe and supportive school environment

PLPS provides a caring, stimulating and challenging environment that nurtures resilience and physical and mental wellbeing in all students. The school recognises that all students are lifelong learners with a need to be socially adept and environmentally responsible, as well as ICT literate. Students are encouraged to recognise that they are part of a wider global community. We also recognise that students learn effectively in environments in which they feel safe and supported and where their teachers have high expectations for their learning and achievements.

PLPS engage in school wide positive behaviour support with our staff and students, which includes resources and frameworks such as:

- Respectful Relationships
- Berry Street Education Model
- Zones of Regulation
- Empowered and Revved Up
- In addition, our students participate in programs, incursions and excursions developed to address issue specific needs or behaviour. Sports teams, lunch time clubs and activities provide opportunities for student inclusion, together with buddy and peer support programs.

Expecting positive, supportive and respectful relationships that value diversity

Diversity between students, their peers, teachers and the school community encourages students to take personal responsibility for participation in their education and enables them to provide support and model positive behaviours to other students.

Inclusive teachers know their students and understand their learning needs. They are able to adapt current pedagogical knowledge and apply it differently, so each student is engaged in meaningful learning experiences.

Our positive school culture is attributed to student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing classroom practices to ensure that our

pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students is promoted by encouraging innovative and contemporary pedagogical approaches and strategies.

Encouraging student participation

Student voice is encouraged through participation in student leadership opportunities, Student Representative Council, (SRC) formulation of classroom protocols and various student forums. Students have multiple opportunities to have input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created.

Student booklet

Student engagement and wellbeing are a whole school priority. We believe that social and emotional wellbeing supports effective student learning and positive behaviours. Our school strives to develop student social competencies by embedding learning opportunities into our pedagogy, the behaviour management systems we utilise and our school's expectations and structures.

An integral component of our approach is our *“Living our Values”* student booklet which illustrates from a student perspective the behavioural and attitudinal expectations that students have of themselves and their peers. Our priority is to enhance self-discipline and to recognise and acknowledge positive attitudes and behaviours. We seek to promote an environment which maximises the opportunities for all students to strive for excellence, in an academic, social and wellbeing sense.

Promoting pro-social values and behaviours

Our values education program, in conjunction with other social and emotional learning programs, consistently reinforces the expected behaviours and attitudes which reflect our school's five core values. These are documented in our *“Living our Values”* student book and our Staff Code of Conduct. Students and staff who exhibit these behaviours are acknowledged and recognised.

Proactively engaging with parents / carers

The school consults with the rest of the school community through surveys, school council and its sub committees and community events. Communication is carried out through a number of different tools including our weekly newsletter, area newsletters, our school's website and other specific notices. Parents are encouraged to support their children's education and are welcomed into the school to undertake a variety of roles.

Implementing preventative and early intervention approaches

At PLPS prevention strategies are designed to reduce any risk factors that may contribute to attendance or behavioural issues. At the same time, we strive to provide positive and protective factors in order to support student engagement and learning and positive behaviours and attitudes. Our early intervention aims to support those students who are vulnerable and at risk of disengaging from school.

Linking to the local community

PLPS prides itself on the role it plays within our local and wider community. Our school has constructed many partnerships with community-based service providers which involve a shared responsibility for addressing common areas of concern and developing a collaborative approach to developing strategies to attain goals. These partnerships have provided invaluable support to many of our vulnerable students and their families.

School Accountability and Improvement Framework

The alignment of our school's Student Engagement and Wellbeing Policy with our Annual Implementation Plan ensures that the goals, targets and key improvement strategies reflect the key principles and support the prevention and early intervention focus of our Student Engagement and Wellbeing Policy.

Transitions

To meet the needs of our students at various stages of their schooling, we have implemented the following programs:

- K - Prep transition
- intra-school program for students moving from one year to the next
- Year 6 - secondary college

Each program is designed to ensure that our students are prepared for the next stage of their schooling. All three programs are evaluated annually to ensure they continue to meet their aims and objectives.

Targeted

- each year level is supported by a member of the Student Wellbeing Team, 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 through immersion of acknowledgement, recognition and celebrations in our learning programs and school or community events
- 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 individualised needs and supports
- 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 Students

At PLPS we have processes in place to identify and respond to individual students who require additional assistance and support. A co-ordinated approach to intervention and prevention strategies, facilitated by the Assistant Principals and Student Wellbeing team, utilise relevant school level personnel or external student wellbeing support services in order to identify and address barriers to learning that may be restricting individual students in their learning or wellbeing. 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 SASP (School Attendance Support Program)

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

Pakenham Lakeside 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. Pakenham Lakeside 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
- observations by DET SSSO or allied health professionals

5. PLPS Community rights and responsibilities

All members of the school community have a right to experience and fully participate in an educational environment that is safe, supportive and inclusive. We expect that all students, staff, parents and carers treat each other with respect and dignity.

Through consultation with all stakeholder groups, PLPS has developed a statement of rights that is applicable to all members of the PLPS community.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider them when making decisions and delivering services.

All members of the PLPS community have a right to:

- fully participate in an environment free of discriminatory behaviour including racist, sexist, ability or class based and homophobic forms of harassment, bullying, vilification, violence, intimidation abuse or exclusion

- be treated with respect and dignity
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the PLPS community have a responsibility to:

- acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community
- participate and contribute to a learning environment that supports the learning of students, staff and parents and families
- ensure their actions and views impact positively on the health and wellbeing off all members of the PLPS community.

All students have the right to:

- be provided with the opportunities to reach their full potential
- work in a healthy, safe and non-discriminatory environment
- be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance
- learn in a supportive and stimulating environment, free from harassment, bullying, violence, racism, discrimination or intimidation.

All staff have the right to:

- be valued and treated with respect, dignity and fairness free from harassment, bullying, violence, racism, discrimination or intimidation.
- work in a healthy, safe and non-discriminatory environment.
- work effectively in a supportive, safe and stimulating environment
- work collaboratively with colleagues
- work in partnership with parents, carers and members of the wider school community.

All parents have the right to:

- be informed about student behaviour and consequences
- be valued and treated with respect, dignity and fairness free from harassment, bullying, violence, racism, discrimination or intimidation.
- be active partners in the learning and development of their children
- expect privacy and confidentiality
- know that their children are in a safe, happy learning environment.

All students have the responsibility to:

- participate fully in the school's educational program and to attend regularly
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- demonstrate respect for the rights of others, including the right to learn
- take responsibility for their own learning and participation as members of the school community.

All staff have the responsibility to:

- treat students with respect, dignity and fairness
- teach appropriate curriculum, content and follow school and department policy and procedures
- work collaboratively with colleagues
- work in partnership with parents, carers and members of the wider school community
- behave and dress in an appropriate and professional manner

All parents have the responsibility to:

- be active partners in the learning and development of their children
- positively support class/school behaviour expectations
- ensure students are punctual and attend school regularly and have the appropriate learning materials
- support the school's dress code
- use appropriate grievance procedures
- respect privacy and confidentiality
- build positive relationships with all members of the school community.

	<ul style="list-style-type: none"> • promote a positive image of the school in the community. 	
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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

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualised support.

PLPS welcomes the opportunity to celebrate and acknowledge individuals, groups of students or year levels who exhibit the desired attitudes and behaviours that are contained in our *“Living our Values”* student book and outlined in this document.

Actions and consequences have been developed in conjunction with our school community, including students, and are designed to foster a cohesive and consistent approach to inappropriate behaviour. They are incremental, applied fairly and consistently and retain an educational role with the aim of maintaining positive relationships and retaining the dignity of all students. Our student engagement and positive behaviours are developed and supported most effectively through relationship based whole school and classroom practices.

At PLPS we consistently speak to our students about, deliberate, dangerous and inappropriate physical contact and this is not tolerated at our school. With this emphasis, and support from parents, we aim to ensure that these types of incidents are kept to a minimum. At PLPS our students are aware that there is absolutely no reason for actions such as violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination and will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

This approach is a common sense way that we strive to foster a safe and supportive environment in our playground. Our teachers on yard duty regularly acknowledge the positive behaviours of our students in our playground. Parents can support the school by:

- actively supporting our school’s approach
- discussing with their child why deliberate, dangerous and inappropriate physical contact is not tolerated
- not making an excuse if their child receives a consequence for acting in an inappropriate way
- seek assistance and support from the school if they are having problems with this type of behaviour at home
- focus on the inappropriate behaviour, not the consequence.

The act of retaliation is also not tolerated and will not be permitted as an excuse or reason behind any inappropriate physical contact or poor behaviour choices. Our students are taught what they should do if they have suffered as a result of aggression or other forms of misbehaviour from another student or group of students. Our students are aware of the need to report any incidents to staff on yard duty who will address the matter immediately. Retaliation is not an alternative source of action.

Behavioural expectations of students are grounded in our whole school use of our Classroom Climate and Expectations, including the 4Rs – Remind, Redirect, Relocate and Reflect

<i>Encouraging positive behaviours through:</i>	<i>Inappropriate behaviour is managed through:</i>
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<ul style="list-style-type: none"> • clear behavioural and attitudinal expectations contained within the PLPS Student Book • predictable, consistent and fair classroom environments and routines • consistent approach across whole school – development and maintenance of positive staff and student relationships • individual student goal setting • acknowledgement of positive behaviours and achievements at assemblies, through the school newsletter, weekly awards, school displays and at graduation ceremonies • development of student social and emotional resilience through the PLPS Social and Emotional Learning Program underpinned by <i>Respectful Relationships</i> and <i>Berry Street Education Model</i> • embedded social and emotional curriculum across the whole school • developing self and school pride through school leadership programs including SRC and senior school leadership positions • participation in extra-curricular activities including school choir, organised lunchtime clubs and sporting programs and lunchtime library sessions • school community events including school musical, house sports, art show and end of year school picnic and performance • opportunities to represent the school in the local and wider community through sporting events, musical performances, public speaking and other educational programs. 	<ul style="list-style-type: none"> • conversations with the student/s and referring them to expectations contained within “<i>Living our Values</i>” student booklet by relevant staff including home group teacher, Student Wellbeing team member, Assistant Principal or Principal • parent notification as appropriate • parent meeting in conjunction with the student if required • Student Support Plans reflecting a requirement of positive behaviour modification • referral to DET support staff • referral to community agencies • regular meeting of student support groups with relevant staff that may include home group teacher, Wellbeing staff, Assistant Principal or Principal • regular meeting of parent support groups with relevant staff that may include home group teacher, Wellbeing staff, Assistant Principal or Principal • exclusion from class or event for short period, part of day, whole day or multiple days depending upon degree of misbehaviour and previous incidents • Formal suspension with formal notification to parents • Expulsion with formal notification to parents
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We recognise that sometimes students make poor choices as part of their development and display inappropriate behaviour. All staff are committed to attending to these issues immediately and using them as learning opportunities designed to modify the behaviour.

When a student acts in breach of the behaviour standards of our school community, Pakenham Lakeside 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 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.

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 Pakenham Lakeside 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

Pakenham Lakeside 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 home tasks and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. STATEMENT OF VALUES - SHARED EXPECTATIONS OF THE PLPS COMMUNITY

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

<i>Principal Expectations</i>	<i>Staff Expectations</i>	<i>Student Expectations</i>	<i>Community Expectations</i>
<p>Respect Treat others with consideration and regard, respect another person’s point of view</p> <ul style="list-style-type: none"> • facilitate collaborative, consultative and strategic planning and decision making with all school community stakeholders • facilitate the development and implementation of the school’s professional development plan to enhance the professional skills of the staff • ensure that regular and effective lines of communication are established and maintained between the school community 	<p>Respect Treat others with consideration and regard, respect another person’s point of view</p> <ul style="list-style-type: none"> • promote a safe, caring environment where rights are respected, and obligations acknowledged and met • treat all members of the school community with empathy and respect, encouraging their involvement and partnership • develop positive and meaningful relationships with students that promote engagement, wellbeing and learning 	<p>Respect Treat others with consideration and regard, respect another person’s point of view</p> <ul style="list-style-type: none"> • listen to and acknowledge the opinions of others • treat others with care, dignity, understanding and consideration • be considerate and courteous when communicating with staff, other students and visitors • demonstrate care for our school’s resources and environment 	<p>Respect Treat others with consideration and regard, respect another person’s point of view</p> <ul style="list-style-type: none"> • listen to and acknowledge the opinions of others • be courteous and considerate • follow school processes when communicating with staff and students • respect privacy and confidentiality
<i>Responsibility</i>	<i>Responsibility</i>	<i>Responsibility</i>	<i>Responsibility</i>

<p>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</p> <ul style="list-style-type: none"> • provide vision, leadership and accurate advice to the School Council, staff and parents to ensure that appropriate policies and programs are developed and effectively implemented • lead and manage the execution of the Annual Implementation Plan and the evaluation of school performance • develop and maintain procedures for the monitoring and reporting of school progress in relation to goals and targets • ensure that student achievement is monitored regularly in accordance with school and DEECD guidelines • have a sound knowledge of instructional leadership • maintain a safe, effective and harassment free environment • support staff in the consistent implementation of school student engagement policy 	<p>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</p> <ul style="list-style-type: none"> • deliver curriculum and assessment that meets the needs of a diverse student population • develop flexible pedagogical styles and strategies to engage students with a variety of learning styles • promote regular attendance with all members of the PLPS community • monitor and follow up any unexplained student absences as per PLPS processes • promote PLPS positively to students, parents and the wider community • be a positive role model to students by embracing our core values 	<p>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</p> <ul style="list-style-type: none"> • make a positive contribution to the school community through active and meaningful participation • be a positive role model to peers and other students • demonstrate behaviour that is safe, co-operative and supportive • accept consequences for choices and decisions made 	<p>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</p> <ul style="list-style-type: none"> • model the attitudes and behaviours reflected in the school's core values • support school policies and programs • support and participate in a child's education through attendance at required parent forums • contribute to a positive home-school partnership
<p><i>Tolerance</i> Be aware of others and their cultures, accept and value diversity</p> <ul style="list-style-type: none"> • be mindful of all cultures that exist within the PLPS community • promote an appreciation of difference and diversity • promote an open and welcoming culture to all school community members 	<p><i>Tolerance</i> Be aware of others and their cultures, accept and value diversity</p> <ul style="list-style-type: none"> • be mindful of other's beliefs and opinions that differ from our own • appreciate diversity and value individual differences • establish effective relationships with all school community members 	<p><i>Tolerance</i> Be aware of others and their cultures, accept and value diversity</p> <ul style="list-style-type: none"> • be considerate and listen to the ideas and opinions of others • do not put other people down through words and actions • be inclusive when participating in learning or play 	<p><i>Tolerance</i> Be aware of others and their cultures, accept and value diversity</p> <ul style="list-style-type: none"> • appreciate the differences and diversity that exists in the PLPS community • welcome new school community members
<p><i>Integrity</i> Trust, truth and honesty</p> <ul style="list-style-type: none"> • provide clear and equitable job descriptions. • ensure that principles of merit and equity and valuing diversity are applied. • promote our core values consistently and constructively, through modelling appropriate behaviours and demonstrating positive attitudes • communicate openly and honestly, whilst always 	<p><i>Integrity</i> Trust, truth and honesty</p> <ul style="list-style-type: none"> • maintain the focus on the school's moral purpose • develop an engaging and stimulating curriculum that challenges each student to maximise their potential • continue to evaluate and reflect on teaching and learning practices to 	<p><i>Integrity</i> Trust, truth and honesty</p> <ul style="list-style-type: none"> • be an honest and reliable member of the school community • give your best during learning time and other school activities • demonstrate commitment through the completion of tasks and activities 	<p><i>Integrity</i> Trust, truth and honesty</p> <ul style="list-style-type: none"> • be an honest and reliable member of the school community • promote the school's core values through behaviours and attitudes • demonstrate commitment through the completion of tasks and activities • communicate openly and honestly, whilst always

observing confidentiality requirements	maintain professional growth <ul style="list-style-type: none"> communicate openly and honestly, whilst always observing confidentiality requirements 	<ul style="list-style-type: none"> consistently exhibit trust to other children and staff 	observing confidentiality requirements
<p><i>Co-operation</i></p> <p>An ability to work towards a common purpose with others, able to be helpful and supportive</p> <ul style="list-style-type: none"> foster unity of purpose in the school community by highlighting and encouraging the home-school partnership promote and nurture a purposeful, trusting learning environment which encourages risk taking and problem solving 	<p><i>Co-operation</i></p> <p>An ability to work towards a common purpose with others, able to be helpful and supportive</p> <ul style="list-style-type: none"> establish and maintain appropriate and effective lines of communication with all school community members demonstrate flexibility in our dealings and actions work together to create, reflect on and maintain our vision and goals celebrate individual and collective achievements 	<p><i>Co-operation</i></p> <p>An ability to work towards a common purpose with others, able to be helpful and supportive</p> <ul style="list-style-type: none"> be willing to share knowledge and ideas with others work effectively as a member of a team encourage and support others in their activities 	<p><i>Co-operation</i></p> <p>An ability to work towards a common purpose with others, able to be helpful and supportive</p> <ul style="list-style-type: none"> be informed and involved in school programs and activities work effectively as a member of a team be willing to share knowledge and ideas with others

9. Evaluation

Pakenham Lakeside 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

Pakenham Lakeside 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
- 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	June 2024
Consultation	School Council – July 2024
Approved by	Principal
Next scheduled review date	July 2026