Pleasant Street Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact our office on 03 5332 2598.

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.

Pleasant Street 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
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Pleasant Street Primary School

Policy

1. School profile

Pleasant Street Primary School was established in 1877 and is located opposite Lake Wendouree in Ballarat. In 2026, we have 347 students enrolled from Foundation to Year 6 across 15 classes. There are two classes at each year level, except Year 3, which has three classes. Our staff includes school leaders, classroom and specialist teachers, Education Support staff and a Business Manager.

Our school has strong connections with families and the wider Ballarat community. Students enjoy access to a range of learning spaces, including a library, art room, multipurpose room, STEM room, outdoor nature-play area and outdoor quiet area. Families are active participants in their children's learning, and partnerships between school and home are highly valued and encouraged.

Our school community includes students from a range of cultural, linguistic and personal backgrounds, including students with English as an Additional Language, Aboriginal and Torres Strait Islander students, and students supported through Disability Inclusion. We are proud of our welcoming and inclusive school community, where every student is entitled to equal opportunities, a positive learning environment and ongoing support.

We strive to provide a nurturing and challenging environment that inspires enthusiasm for learning and supports students to achieve their personal best, both academically and socially. Our values of respect, honesty, excellence, resilience and creativity underpin our school culture and guide students to become reflective and valued members of society.

2. School values, philosophy and vision

Pleasant Street Primary School's Statement of Values and School Philosophy is integral to our work and provides the foundation for our school community. Students, staff and members of the wider school community are encouraged to demonstrate our core values of respect, honesty, excellence, resilience and creativity at every opportunity.

Our school's vision is to provide a nurturing and challenging environment that promotes enthusiasm for learning and prepares individuals to become reflective and valued members of society.

Our mission is to strengthen student learning, engagement and wellbeing, with a particular focus on literacy and numeracy, so that every student can thrive and achieve.

Our school's objectives are established through the four-year strategic planning process and reflected in the goals of our current School Strategic Plan. Each year, we develop an Annual Implementation Plan to put the goals and key improvement strategies contained in the School Strategic Plan into action.

Our Statement of Values and School Philosophy is available online on our website.

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Pleasant Street Primary School has developed a range of strategies to promote student engagement, positive behaviour, respectful relationships, and a safe and inclusive learning environment. We recognise the important role that friendships, positive peer relationships and a sense of belonging play in supporting students to feel safe, connected and ready to learn. We also acknowledge that some students may require additional social, emotional or educational support and that their needs may change over time.

A summary of the universal, targeted and individual engagement strategies used by our school is provided below.

Universal strategies

Our whole-school strategies to promote engagement, positive behaviour and inclusion include:

- maintaining high and consistent expectations for all staff, students, parents and carers;
- building positive and respectful relationships between staff and students, recognising the essential role these relationships play in supporting learning, engagement and wellbeing;
- creating an inclusive, engaging and supportive school culture that celebrates diversity and enables every student to participate, contribute and feel valued;
- embedding our school values of respect, honesty, excellence, resilience and creativity across the curriculum and throughout school life;
- explicitly teaching and reinforcing appropriate behaviour, respectful communication, emotional regulation, help-seeking and safe decision-making;
- implementing the Respectful Relationships initiative to promote social and emotional learning, positive relationships, inclusion and gender equality;
- using evidence-based teaching practices and differentiated instruction to respond to students' individual strengths, interests and learning needs;
- providing a comprehensive curriculum with a strong focus on literacy and numeracy, supported by specialist programs in Visual Arts, Physical Education, Japanese and STEM;
- offering reasonable adjustments and inclusive learning practices so that students with disability and additional learning needs can access and participate in education on the same basis as their peers;
- providing visual, sensory, environmental and instructional supports where appropriate to improve students' access, engagement and regulation;
- acknowledging and celebrating positive behaviour, effort, growth and achievement in classrooms, at assemblies and through communication with families;
- maintaining respectful, timely and constructive communication between school and home;
- analysing and responding to school data, including attendance, student learning data, student behaviour information, the Attitudes to School Survey and parent, carer and staff feedback;
- monitoring student attendance and implementing attendance-support strategies at whole-school, cohort and individual levels;
- carefully planning transition programs for students beginning school, progressing between year levels or moving to secondary school;

- providing opportunities for students to contribute to school decision-making through student leadership roles, classroom discussions, surveys and other student voice opportunities;
- creating cross-age connections through buddy activities, sporting events, arts activities, house assemblies and student leadership programs;
- providing excursions, camps, sporting activities, arts events, debating, special event days and other opportunities that strengthen students' connection to school;
- supporting students to raise concerns and seek assistance from their classroom teacher, Education Support staff, wellbeing staff, school leaders or another trusted adult;
- implementing processes that enable students and families to identify and report bullying, racism, discrimination, harassment and other inappropriate or harmful behaviour; and
- responding promptly and appropriately to wellbeing, safety, behavioural and engagement concerns.

Targeted strategies

Targeted strategies are provided for particular groups of students or in response to identified academic, attendance, social, emotional or behavioural needs. These may include:

- providing additional transition support for students entering Foundation, moving between year levels or preparing to begin secondary school;
- supporting Aboriginal and Torres Strait Islander students through culturally safe practices, family partnerships and Individual Education Plans where appropriate;
- providing targeted support for students with English as an Additional Language, based on their language-learning needs;
- developing Individual Education Plans for students requiring additional learning, engagement or wellbeing support;
- implementing reasonable adjustments and Disability Inclusion processes for students with disability or additional needs;
- providing targeted literacy and numeracy intervention based on assessment data and identified learning needs;
- facilitating small-group or individual programs that develop social skills, emotional regulation, resilience, friendship skills, perspective-taking and safe decision-making;
- providing check-ins, or support from classroom teachers, Education Support staff, wellbeing staff or school leaders;
- developing attendance improvement plans and working collaboratively with students, families and relevant professionals where attendance concerns are identified;
- convening Student Support Group meetings to establish shared goals, review adjustments and coordinate support for students with additional needs;
- developing behaviour support plans, safety plans or return-to-school plans where required;
- consulting with families, allied health professionals and external agencies to coordinate appropriate support;

- providing additional supervision, structured activities or supported spaces during recess and lunchtime where needed; and
- responding to concerns affecting particular year levels or friendship groups through targeted teaching, restorative conversations, group support, incursions or other appropriate interventions.

Individual Strategies

Our school recognises that students have different strengths, circumstances and support needs. Individual strategies are developed on a case-by-case basis and, wherever appropriate, in consultation with the student, their family and relevant staff and professionals.

Individual supports may include:

- building strong and positive relationships with students experiencing difficulties with learning, engagement, behaviour, attendance or wellbeing
- meeting with students and parents/carers to understand the student's strengths, needs and circumstances and collaboratively determine appropriate supports
- establishing a Student Support Group where ongoing planning, consultation and monitoring are required
- developing and regularly reviewing an Individual Education Plan, Behaviour Support Plan, Attendance Improvement Plan and/or other individual support plan where appropriate
- implementing reasonable adjustments to enable students with disability and additional needs to access and participate in learning and school activities
- making appropriate adjustments to the learning environment, routines, curriculum, communication, sensory environment or classroom organisation
- using One-Page Profiles or other student-centred tools to communicate important information about a student's strengths, needs and effective supports
- providing targeted school-based wellbeing or learning support
- referring students to Student Support Services or other Department supports where appropriate
- collaborating, with appropriate consent, with allied health professionals and external agencies supporting the student
- connecting students and families with appropriate external services where additional support is required
- monitoring individual student attendance and working collaboratively with students and families where attendance concerns are identified
- engaging with Koorie Engagement Support Officers to support Koorie students and families where appropriate

- regularly reviewing the effectiveness of adjustments and interventions and modifying supports in response to student progress and changing needs.

Student Support Groups are established and conducted in accordance with Department requirements for students who require them, including students in Out-of-Home Care and students with disability or other complex needs requiring ongoing collaborative planning and monitoring.

Identifying Students in Need of Support

Our school is committed to identifying students who may require additional learning, engagement, behavioural, attendance or wellbeing support as early as possible.

Identification is a shared responsibility. Classroom teachers, Education Support staff, PLC Leaders, wellbeing staff and school leaders all play an important role in noticing changes, sharing relevant information and responding to concerns.

A range of information may be used to identify students requiring additional support, including:

- personal, health, wellbeing and learning information gathered at enrolment and throughout a student's time at the school
- information provided by students and their parents/carers
- attendance and absence data, including emerging patterns of lateness or non-attendance
- academic achievement and learning growth data
- teacher assessment and classroom observations
- behaviour and wellbeing information recorded on Compass
- changes in a student's engagement, behaviour, emotional regulation, self-care, social connectedness or motivation
- information gathered through Student Support Groups, Individual Education Plans and other individual planning processes
- student wellbeing and engagement survey data
- referrals or concerns raised by classroom teachers, Education Support staff, specialist teachers, PLC Leaders, wellbeing staff or school leaders
- self-referral by students or concerns raised by peers
- information provided by relevant external professionals and agencies, where appropriate and in accordance with privacy requirements.

Where a concern is identified, staff will consider the student's individual circumstances and determine an appropriate response. This may involve consultation with the student and family, targeted classroom adjustments, additional monitoring, referral to the wellbeing or

leadership team, establishment of a Student Support Group or engagement with Student Support Services or external professionals.

Student Rights and Responsibilities

All members of our school community have the right to experience a safe, inclusive and supportive school environment. We expect students, staff, parents and carers to treat one another with respect and dignity.

Our school's Statement of Values and School Philosophy and Behaviour Code of Conduct outline the values, expectations, rights and responsibilities that underpin our school community.

Students have the right to:

- participate fully in their education
- feel safe, supported, included and respected at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination and intimidation
- be treated fairly and with dignity
- express their ideas, feelings and concerns appropriately
- receive support when they need help with their learning, wellbeing or behaviour
- have their individual needs and circumstances considered.

Students have the responsibility to:

- participate positively in their educational program
- allow others to learn
- follow reasonable instructions from staff
- demonstrate behaviour that shows respect for themselves, other students, staff and members of the wider school community
- care for school property, equipment and the environment
- behave safely and responsibly
- seek help from a trusted adult when they have a concern.

Students who have a complaint or concern about something that has happened at school are encouraged to speak with a trusted adult at school and/or their parent or carer. Further information about raising a complaint or concern is available in our Complaints Policy.

Student Behavioural Expectations and Management

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Behavioural expectations at our school are grounded in our Statement of Values and School Philosophy and our Behaviour Code of Conduct.

We recognise that positive student behaviour is supported through strong relationships, clear and consistent expectations, explicit teaching of expected behaviours, predictable routines and appropriate adjustments and supports.

Staff actively teach, model and reinforce expected behaviours across classrooms, the playground and other school environments.

Violence, bullying, racism, harassment, discrimination and other harmful behaviours are not tolerated. Bullying behaviour is addressed in accordance with our Bullying Prevention Policy and relevant Department policies.

When student behaviour does not meet school expectations, staff respond in a manner that is:

- calm, consistent and proportionate
- appropriate to the student's age and developmental level
- responsive to the student's individual circumstances and needs
- focused on safety, learning and restoring relationships
- consistent with our Behaviour Code of Conduct and Department policy.

Our school uses a staged approach to behaviour support and intervention. Responses will depend on the behaviour, its impact, frequency and severity, as well as the individual circumstances and support needs of the student.

Responses may include:

- reminding, reteaching and reinforcing expected behaviours
- redirection and teacher-managed responses
- adjusting the environment, task or level of support
- providing opportunities for regulation
- logical and proportionate consequences
- communication and collaboration with parents/carers
- referral to wellbeing staff or school leadership
- targeted behaviour support
- development or review of a Behaviour Support Plan
- Student Support Group meetings
- engagement with Student Support Services or relevant external professionals
- disciplinary measures where appropriate and consistent with Department policy.

Our school considers and implements positive, preventative and supportive interventions before using disciplinary measures wherever appropriate.

Disciplinary measures may form part of a staged response when required. They are applied fairly, consistently and proportionately, taking into account the student's individual circumstances. Students are provided with an appropriate opportunity to be heard.

Suspension and expulsion are measures of last resort and will only be implemented by the Principal or their delegate in accordance with Department policy and applicable Ministerial Orders.

Restrictive interventions, including restraint and seclusion, will only be used in circumstances permitted by Department policy.

Corporal punishment is prohibited and will not be used in any circumstance at our school.

Engaging with Families

Our school values parents and carers as important partners in their child's education. Strong, respectful partnerships between home and school contribute to positive learning, engagement and wellbeing outcomes for students.

We work to develop and maintain these partnerships by:

- providing families with clear and accessible information about school policies, procedures and expectations
- maintaining respectful and constructive communication between families and school staff
- communicating with families about their child's learning, attendance, engagement and wellbeing
- providing opportunities for families to participate in school activities, events and volunteering
- providing opportunities for parents and carers to contribute to school decision-making and community activities
- consulting families when additional learning, wellbeing or behavioural support is being considered for their child
- including parents and carers as active participants in Student Support Groups and the development and review of Individual Education Plans and other individual support plans
- collaborating with families and, where appropriate, external professionals and agencies to provide coordinated support for students
- recognising and respecting the diversity of families within our school community.

Where concerns arise, we aim to work collaboratively with students and families to understand the circumstances, identify appropriate supports and establish clear next steps.

Evaluation

Our school regularly reviews student learning, wellbeing, behaviour, attendance and engagement data to evaluate the effectiveness of our approaches and identify emerging trends, areas of strength and areas requiring further attention.

Sources of information considered may include:

- student survey data
- parent/carer survey data
- staff survey and feedback data
- student behaviour and wellbeing incident data
- attendance and absence data
- academic achievement and learning growth data
- school reports
- Student Support Group and case-management information
- Compass data
- CASES21 data
- Student Online Case System (SOCS) data where applicable
- Disability Inclusion and Individual Education Plan information
- referrals to and information from Student Support Services
- other relevant school and Department data dashboards.

School leadership and relevant teams regularly monitor available data so that emerging wellbeing, engagement, attendance and behavioural concerns can be identified and responded to in a timely manner.

This information also informs school improvement planning, professional learning and decisions about whole-school, targeted and individual supports.

Communication

This policy will be communicated to our school community in the following ways:

- available publicly on the school website
- communicated to relevant staff as part of induction processes
- discussed with staff as required to support consistent implementation
- made available to parents and carers as part of enrolment and transition processes where appropriate

- referenced through school communication platforms where appropriate
- made available in hard copy from the school office upon request.

Our school will also ensure that mandatory parent/carer communication and notification requirements relating to student behaviour, suspension and expulsion are followed in accordance with Department policy.

Further Information and Resources

The following Department of Education policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Behaviour – Students
- Child Safe Standards
- Disability Inclusion
- Expulsions
- Individual Education Plans
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Student Support Groups
- Student Support Services
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions.

The following school policies and documents are also relevant to this policy:

- Action Plan – Aboriginal Learning, Wellbeing and Safety
- Behaviour Code of Conduct
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy.

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Policy last reviewed	August 2026
Consultation	Website, available at the office
Approved by	Principal
Next scheduled review date	31 August, 2028