
Student Wellbeing and Engagement Policy

Help for non-English speakers



If you need help to understand the information in this policy, please contact the Quarters Primary School Office.

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.

Quarters 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

Quarters Primary School was established in 2023 and is located approximately 51 kilometres southeast of Melbourne. Quarters Primary School supports the principle that every student is able to attend their designated neighbourhood government school. As a Supported Inclusion School, we will provide a safe, accessible and inclusive environment for every student who enrolls.

The school has been designed and purpose built to be inclusive. This means that the buildings are designed following Universal Design Principles, so that there are no physical barriers to a student with a physical or intellectual ability to attend the school. As such, we cater for a slightly higher percentage of students with a disability than other schools. This means that all students with a disability who live within our designated neighbourhood zone can have the choice of attending our school as per the Quarters Primary School enrolment policy.

Quarters Primary School will support all students through;

- providing reasonable adjustments for students with a disability
- Student Support Groups
- Individual Education Plans
- working with families of children with additional learning needs ● inclusive educational environment.

Our school grounds are new and innovative. We are surrounded by a supportive community and enjoy a strong sense of support from our local shops and community services. A local kindergarten has been built on the school site assisting local children make a smooth transition from pre-school and reducing the number of drop-offs for parents with both kinder and school-aged children.

Our school is culturally diverse, and we recognise that a percentage of families have a language background other than English. We are proud of our diversity and foster an inclusive environment – where all students are encouraged to discover and utilise their full potential no matter their background.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Quarters Primary School’s mission is to foster a welcoming atmosphere which creates a sense of belonging amongst our students and their families. Our inclusive environment acknowledges and respects children from diverse family and cultural backgrounds. We value and celebrate the differing needs of our students and work to respond, accept and meet these needs.

2. School values, philosophy and vision

Quarters Primary School’s Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of:

A – Acceptance

C – Creativity

H – High Expectations

I – Inclusion

E – Empathy

V – Valued

E

– Excellence

Quarters Primary School’s vision is to provide pathways for a successful learning experience with high expectations for all students in an inclusive, positive and safe environment.

3. Wellbeing and engagement strategies

Quarters 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, targeted and individual engagement strategies used by our school is included below:

Tier 1 - Universal Supports

- 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, where all students will be encouraged to discover and utilise their full potential
- welcoming all parents/carers and being responsive to them as partners in learning
- the school will implement a “Positive Start Program” (Quarters Activate) in the first two weeks of commencing school which will take place in home groups with designated teachers. This will develop relationships and trust in the first instance, encouraging students to feel empowered and understand our school values and vision
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Quarters Primary School use an evidence-based 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 Quarters 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
- classrooms have been designed to be open plan to allow for collaborative teaching and encourage peer to peer learning amongst students of varying levels
- 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 are 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 team leader, 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, peer support programs and electives
- all students are welcome to self-refer to the Wellbeing and Inclusion Team, classroom teacher, 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

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- 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 behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities) ● buddy programs, peers support programs

Tier 2 - Targeted Supports

- each grade has a classroom teacher and a year level team leader year responsible for their whole year cohort, as well as a Wellbeing Leader who monitor the health and wellbeing of students across the school, and act as a point of contact for students who may need additional support
- students will have access to recess and lunchtime activities to support engagement and social skill development
- 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. All Koorie students will be connected with a Koorie Engagement Support Officer
- our English as a second language students are supported through our EAL program or processes, and all cultural and linguistically diverse students are supported to feel safe and included in our school through celebration of Harmony Day, resources available in the main languages of our school community (including enrolment fact sheets, online translation application on the school's website, library resources) and cultural activities through the school's master plan of "Finding my Place"
- we support learning and wellbeing outcomes of students from refugee background through working with families and external support agencies
- 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](#) as well as display Safe School posters throughout the school and ensure LGBTIQ+ books are available in the school library
- 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, have an Individual Education Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- students with disability are supported to be able to fully engage in their learning and school activities in accordance with the Department's policy on [Student 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

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- The school will develop and implement a Social and Emotional Learning Program that includes the Zones of Regulation and Rights, Resilience and Respectful Relationships to build each student's capabilities and enrich their learning experiences and life

Tier 3 - Individual Supports

Quarters 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 Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up

referring the student to:

- o school-based wellbeing supports o Student Support Services
- o appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services, Child First/Orange Door o re-engagement programs through external providers/ family

interventions services 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 Education Support Officers
- running regular Student Support Group meetings for all students:
 - o with a disability o in Out of Home Care
 - o with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Quarters Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing and Inclusion Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Quarters 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
- SAEBS data

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- attendance, reflection 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

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy and 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, Quarters 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:

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- 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 Wellbeing and Inclusion Team
- restorative practices
- reflections
- behaviour support and intervention meetings ● suspension ● expulsion.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Quarters 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

Quarters 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

Quarters 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

Quarters 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 – www.quartersps.vic.edu.au
- Included in staff induction processes
- Included in transition and enrolment packs

- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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 2025
Consultation	Consultation with staff, community and school council.
Approved by	Principal
Next scheduled review date	Before June 2027