

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Eagle Point Primary School on (03) 5156 6382 or email on eagle.point.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.

Eagle Point 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
3. Wellbeing and engagement strategies
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POLICY

1. School profile

Eagle Point Primary School (No. 3215) was established in 1894. It is a rural school situated in the township of Eagle Point between Bairnsdale and Paynesville in a picturesque setting overlooking Lake King, one of the Gippsland lakes. The current enrolment is 160 children. The school services families from Bairnsdale, Eagle Point, Paynesville, Newlands Arm, and the surrounding rural area. Many of the families of children attending this school work in Bairnsdale and Paynesville which has a combined population of approximately 20,000 people. Eagle Point is a short, scenic drive of 10km along the Mitchell River to Bairnsdale. Our school offers an alternative to the larger schools in the district for parents who appreciate the advantages of a rural school. Our classrooms are composite classes, composed to best suit the needs of students. In 2026, we will have 8 classrooms- Foundation, Grade 1/2, Grade 1/2, Grade 3/4, Grade 3/4, Grade 3/4, Grade 5/6 and Grade 5/6. Teachers and Education Support Officers are placed to ensure we support those needs. The specialist areas provided are Physical Education, Art, Science, LOTE- Auslan and Performing Arts. We have support programs offering an Oral Language Program, Literacy Support Program, Phonics Plus (F-2), Soundwaves (Grade 3-6), Emotional Regulation groups, Craft groups, Gardening groups, Movement and Mobility groups, Lego based Therapy groups and a School Chaplain.

Our school strives for success using the approach of 'Choice Theory' developed by William Glasser. Teachers have been extensively trained in this approach which centres on authentic relationships, knowing and meeting the needs of individuals and understanding that each person has a quality world that differs to their own. Our students are developing understandings that every action is chosen and consequences occur because of their actions. In the classroom students strive for quality in their work. Our students identify quality work and verbalise why they believe it is so.

The central focus of the school is to provide students with sound and challenging experiences in a secure and supportive environment. The school promotes the principles of equity and access by providing a wide range of curriculum opportunities and extracurricular activities. Through the encouragement of independent learning, students develop a sense of worth and are confident in attaining success in all their endeavours.

There is a family atmosphere and a feeling of belonging in the school community. The school is proud of its parental support and involvement, with active participation in all aspects of school functions including School Council, educational programs, fundraising, grounds maintenance, school camps and excursions, annual concert and social activities.

2. School values, philosophy and vision

Our School Values are an important component of Eagle Point Primary School.

The five main values that are emphasised in everything we do are:

- Care
- Respect
- Commitment

- Responsibility
- Inclusiveness

The values underpin and define our school culture. They have a direct impact on resilience building and social, emotional and academic outcomes for all of our students. Students learn the importance of these values through their Student Code of Conduct which is devised by students and their classroom teachers at the start of the year.

3. Wellbeing and engagement strategies

Eagle Point 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:

Whole School – Tier 1

Eagle Point Primary School implements a range of strategies that support and promote student engagement. These can include:

Our school aims to be:

- An enjoyable place for all school community members to attend.
- A place where children can begin to attain the educational, emotional and social capabilities which they require for their future life.
- A place in which parents can feel as they belong.

We achieve this by:

- building authentic, strong, positive relationships with students and families, recognising the fundamental role this plays in building and sustaining student wellbeing
- maintain high expectations of all staff, students, parents and carers
- 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
- delivering a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- using a gradual release 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

- adopting 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
- incorporating our school's Statement of Values into our curriculum and promoting it to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- offering carefully planned transition programs to support students moving into different stages of their schooling
- acknowledging and celebrating positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, class and individual level
- providing students with the opportunity to contribute to and provide feedback on decisions about school operations through class meetings and surveys. Students are also encouraged to speak with their teachers, trusted adults, Leadership Team members and/or Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school performances, athletics, Buddies, Clubs, lunchtime programs and peer support programs
- allowing all students and families to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Choice Theory
 - E-smart (an online safety program)
- providing opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- providing students with a clear structure and an inclusive area for them to reflect on behaviour choices that impact on other people in an unsuccessful way
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- ensuring 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 – Tier 2

Eagle Point Primary School implements a range of strategies that support and promote engagement for targeted groups. These can include:

- agreed Code of Conduct tailored to each classroom
- access to lunch time programs targeted to student interests such as games, yoga, wood-shed, organised sport
- connect all Koorie students with a Koorie Engagement Support Officer

- 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 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
- our English as a second language students are supported through our EAL support staff, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- well-being and health staff will undertake health promotion and social skills development in response to needs identified by student well-being data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- values awards to highlight and celebrate successful behaviours
- additional Education Support staff in each classroom available to all students
- each area group (Junior/Middle/Senior) has a Team Leader, a senior teacher responsible for their area group, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- sourcing appropriate programs to target student need from the DET Mental Health Menu
- 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](#)
- 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

Individual

Eagle Point Primary School implements a range of strategies to support and promote individual engagement. These can include:

- building positive authentic 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 education
- 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
- Applying for a Disability Inclusion Profile
- referral to Child First, and/or Headspace
- engagement with Lookout, a DET support program for students in Out of Home Care

- tailored support to identify, discuss and plan strategies for behaviour change that works for them and those around them
- provide access to counselling for any students who require additional support
- referring the student to:
 - school-based wellbeing supports including access to counsellor or chaplain
 - 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

- Create student support plans which could include
 - [Student Support Groups](#)
 - [Individual Education Plans](#)
 - [Behaviour Support Plans](#)
 - [Student Support 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 Plan in collaboration with the student and their family
- 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
 - that identify as being Aboriginal, Torres Strait Islander or English as a Second Language

4. Identifying students in need of support

Eagle Point 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 to help identify students in need of support and enhance well-being. Eagle Point 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
- consider information provided by previous school or kindergarten if new enrolment
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- discussion of observation and staff concerns
- attendance, detention and suspension data

- engagement with families
- self-referrals or referrals from peers
- records of class exits and yard incidences

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.

At Eagle Point Primary School our school community has 4 beliefs that we stand for:

- Every child has the right to learn
- Every child has the right to be safe
- Every child has the right to belong
- Every child has the right to have fun

Responsibilities:

These are the school expectations:

- to look out for the well-being of yourself and others
- to think for yourself
- to listen to others
- to show respect for yourself and all school community members
- to allow others to work uninterrupted
- to recognise and encourage positive behaviour in myself and others
- strive to complete quality work at all times
- accept individual difference in others
- be prepared to contribute to the school programs and community
- model Invictus Maneo- 'We never give up.'
- treat others as you would like to be treated.
- to contribute to the development of and adhere to your classroom expectations
- strive for quality at all times
- play safely at all times
- use acceptable language and behaviour
- respect teachers, aides, peers and visitors
- stay within the school grounds at all times

As part of these understandings all of our school community members need to be supportive of these beliefs. Choice Theory is a whole school approach, on positive self-management and is used to support children in building their understandings of these statements. Through reflective discussions children learn the importance of what we stand for and use their knowledge of care, respect, commitment, responsibility and inclusiveness as part of this process.

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

Behavioural expectations of students, staff and families are clearly grounded in our schools Statement of Values and in our Student Code of Conduct.

Consequences if expectations have not been met.

Any breach of the Code of Conduct will follow Department of Education & Early Childhood Development policy and guidelines.

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, Eagle Point 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 implement 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.

The following are accepted consequences based on individual needs:

- Visit the thinking area for reflection of choices for outside behaviour
- Visit another classroom for reflection of choices for inside behaviour
- Reflection of individual choices made, based on supported discussion/s:

What was the problem?

What did you do to try to solve the problem?

Did this work for you? Evaluate.

Plan your next step.

Make sure the plan is clear.

Make a commitment to the plan.

The plan is recorded in the Strategies For Change folder for outside behaviour and in a bound book for inside behaviour

Natural Consequences may include the following:

- Written or verbal apology
- Visiting another classroom until a strategy has been identified and put in place
- Removal from an activity until a strategy has been identified and put in place
- Complete work in own time
- Restricted yard play
- Make good any damage caused by behavioural choices
- An individual behaviour plan
- Parental assistance may be sought for children who require additional support to keep themselves and other's safe

Referral to Principal

Parent contact and follow up discussion

Suspension:

This may be considered if the severity or the frequency of action warrants it.

This could be either an internal suspension or an external suspension until a strategy and plan has been identified and put in place.

This will be negotiated through parent/principal/student meeting/s.

At no time will corporal punishment be used at Eagle Point Primary School.

** Special needs children will need to be supported in their thinking and assisted with future strategies when they do not meet the expectations of the yard or classroom.

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 Eagle Point Primary 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

Eagle Point 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:

- building authentic, strong, positive relationships with students and families
- maintaining an open, respectful and timely line of communication between parents and staff
- having an 'open door' attitude where all parents are welcomed and valued for their unique talents and contributions
- providing opportunities for parents to meet and build social connections
- ensuring that all parents have access to our school policies and procedures, available on our school website
- 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 identified students.

8. Evaluation

Eagle Point 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
- welfare survey data
- incidents data recorded on UeducateUs and Strategies for Change folder
- school reports
- parent surveys Dept of Education and school based
- staff survey
- case management
- CASES21 (Dept of Education and Training online system)
- SOCS (Student Online Cases System – a system to record requests for School Support Services)

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes

- Included 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](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Consultation	School Council, Whole Staff, School Community
Approved by	Principal
Next scheduled review date	February 2028