

	FRANKSTON PRIMARY SCHOOL Student Wellbeing and Engagement Policy	Last Reviewed: 2025 Next Review: 2027
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Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9783 3769.

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.

Frankston 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
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
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8. Evaluation

1. School Profile

Frankston Primary School was established in 1874 and is located adjacent to the Frankston Business District and its many community facilities, providing convenient location and access to the Frankston Arts Centre, Emergency Services, Frankston Beach, Beauty Park, Monash University, Bayside Shopping Centre, public transport and many other community services conducive to authentic educational opportunities.

As a school we have a strong commitment to building a connected and inclusive school community, connecting with our parent and wider community and promoting parent and carer participation and involvement.

The school's enrolment fluctuates between approximately 230 – 270 students and reflects a culturally diverse community with approx. 20 - 30 per cent of students reflecting a language background other than English and approximately 5 - 8 per cent as Aboriginal or Torres Strait Islander. Our school is also a Level One school for enrolling international students.

The school's Student Family Occupation and Education Index (SFOE) is Medium at .44 and SFO reflects .54.

We are proud of our diversity and inclusive school community.

2. School Values, Philosophy and Vision

Frankston 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 Community, Aspire, Optimism, Respect, Resilience, Empathy and Inclusion.

Our school's vision is to be a school striving for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment.

At all times a great emphasis is placed on building relationships through a restorative practice approach amongst students, between teachers and students, and with parents and caregivers of our students.

3. Wellbeing and Engagement Strategies

Frankston Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- At all times, a great emphasis is placed on building relationships through a restorative practice approach amongst students, between teachers and students, and with parents and caregivers of our students
- Implementation of Restorative Practice as the essence of our school-wide positive culture philosophy, which is supported through the implementation of circle time, regular positive-conflict dispute resolution strategies in conferencing, implementation of the FPS Engagement Program and Respectful Relationships.
- High and consistent expectations of all staff, students and parents and carers
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Teachers at Frankston Primary School use a consistent 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 Frankston Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are incorporated into our everyday practice including regular circle time and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Monitoring 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 to the school through the Student Representative Council and other student forum groups. Students are also encouraged to speak with their classroom teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator (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
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy programs, peers support programs

Targeted

- Each year level has a Team Leader who monitor the health and wellbeing of students in their year, and act as a point of contact for class teachers in supporting identified students
- Implement IEP and SSG meetings for Koorie students and connect with a Koorie Engagement Support Officer where required
- 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
- English as a second language students are supported through regular classroom monitoring and the development of learning goals. All cultural and linguistically diverse students are supported to feel safe and included.
- 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 in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#), have an Individual Education Plan (IEP) 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
- Staff undertake professional learning 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

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Disability and Inclusion Profile](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Headspace](#)
- [LOOKOUT](#)
- Referral to Orange Door

Frankston 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 making adjustments within the classroom environment and 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

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:
 - with a disability
 - in Out of Home Care
 - Koorie heritage
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying Students in Need of Support

Frankston 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 student wellbeing. Frankston 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, school incident data and suspension data
- engagement with families
- self-referrals or referrals from peers

- referrals from outside agencies (such as Child Protection, WAYSS, Anglicare)

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 (found on school website).

6. Student Behavioural Expectations and Management

Behavioural expectations of students are outlined in our school's Statement of Values and School Philosophy Policy.

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 and our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Frankston Primary School will follow a positive Restorative Practice approach throughout all process steps of a staged response, and remain 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 any restorative action follow up or possible disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive restorative actions and interventions to support positive student behaviour before considering further measures such as withdrawal from the yard or 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:

- a restorative conversation with a student that their behaviour is inappropriate and possible follow up restorative actions to 'fix the harm'
- follow up restorative actions such as teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- a restorative behaviour contract outlining possible withdrawal of privileges of breach of agreed contract
- referral to the Assistant Principal / Principal
- behaviour support and intervention meetings
- suspension – either internal or external
- 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 Frankston 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.

Restrictive interventions are measures of last resort and may only be used in situations consistent with department policy as per [Restraint and Seclusions Policy](#).

7. Engaging with Families

Frankston 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 Communication 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 feedback opportunities to assist 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

Frankston 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

Frankston 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
- Discussed at staff meetings/briefings as required
- Included as 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 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 Policy
 - Bullying Prevention Policy
 - Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY LAST REVIEWED	2025
CONSULTATION	• School Council Consultation – August 2025 • Parent Consultation – August 2025 • SRC Leader Consultation – August 2025
APPROVED BY PRINCIPAL	Renée Kennedy
EVALUATION	This policy will be reviewed every two years as part of the school's review cycle, or as required due to changes in relevant Acts, Laws, DE mandates, or should situations arise that require earlier consideration.