

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help understanding this policy, please contact the school office on 9573 4600.

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.

Lloyd Street 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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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
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POLICY

1. School profile

Lloyd Street School is located in Malvern East with an enrolment of approximately 370 students. The school provides an academically rigorous education, which comprehensively addresses the Victorian Curriculum, implements an explicit teaching approach, and provides authentic, purposeful inquiry learning with local and global perspectives.

Students actively participate in a differentiated Maths and English curriculum along with cross curricular inquiry learning and experiences which broaden their knowledge and skills but also their personal

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development and passions including; incursions, excursions, camps from year 3 to 6, student leadership opportunities and lunchtime clubs.

Students also complete a broad range of specialist programs including Physical Education, LOTE French, Performing Arts, Visual Arts, Library, Wellbeing and Information Communication Technologies.

A focus on Student Wellbeing is woven throughout our school and we deliver an explicit wellbeing curriculum that includes Respectful Relationships, Social Stencil, and Talking the Talk across the school. This reinforces growth mindsets, resilience and positive mental health and aligns with the school's values of Integrity, Compassion, Courage, and Curiosity.

These elements combine with the aim of ensuring all students are challenged and successful throughout their individual learning journeys.

The school enjoys very positive partnerships with the parent body who greatly value the provision of our diverse and balanced education. The parents and carers of Lloyd Street School are supportive of the school's commitment to this approach and are provided with opportunities to join and share the learning programs through classroom helpers, specialist volunteering, open classrooms, whole school assemblies, camps and excursions.

2. School values, philosophy and vision

Lloyd Street 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;

Integrity - Having good intentions, doing the 'right thing', even when no one is looking and trusting in your choices when they feel right. Being committed, resilient, and respectful to self, others and the environment.

Curiosity - The desire to seek new knowledge, challenges, and experiences. To approach with creativity and an open mind, with critical thinking skills and to develop different or inventive solutions or ideas.

Courage - Having the belief and trust in yourself to take action or step out of your comfort zone, even with difficult circumstances, challenges, or against the expectations of others.

Compassion - Being kind, valuing diversity and showing empathy and care for others and an understanding of how you might respond to support them.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values and Philosophy are available online [here](#)

3. Wellbeing and engagement strategies

Lloyd Street School has 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.

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A summary of the tier 1 (universal or whole of school), tier 2 (targeted or year/ group specific) and tier 3 (individual) strategies used by our school is included below:

Tier 1, Universal - Our whole of school strategies to promote positive behaviour and inclusion are:

- The foundational values of Integrity, Curiosity, Compassion and Courage are a focus for maintaining high and consistent expectations of all staff, students and parents and carers
- prioritising 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 and 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, clearly documented, and accountable curriculum
- all teachers using our LSS Instructional model to ensure an explicit, common and evidence-based model of instruction with high quality teaching practices that is incorporated into all lessons
- teachers 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 and Department of Education.
- incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting it to students, staff and parents as a shared and celebrated foundation of our school
- carefully planning transition programs to support students in different stages of their schooling
- using our House Points system to acknowledge positive behaviour and student achievement in the classroom and playground, and celebrate that formally in the classroom, grounds and at school assemblies and in communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students 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.
- creating opportunities for cross—age connections amongst students through school performances, athletics, music programs, special days or events (Harmony Day) and peer support programs
- identifying 'trusted adults' for students, at school and home (i.e. parents/ family, selected staff, wellbeing coordinator, school leaders, if they would like to discuss a particular issue or feel as though they may need support. We are proud of our '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: Respectful Relationships, Bully Stoppers, Safe Schools, Social Stencil,
- developing responses to address issue specific needs or behaviour (i.e. cyber safety, anti-bullying)
- acknowledging support for gender diverse students with events such as Wear it Purple Day.
- creating opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- encouraging buddy programs, peer support programs

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- putting measures in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia or other forms of discrimination or harassment.

Tier 2 – Targeted to specific groups/ levels

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- the year level teaching group supports each other to check in/ monitor the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture in line with Department policy and practice
- supporting English as a second language students through our Literacy and Numeracy intervention program, and supporting all cultural and linguistically diverse (CALD) students to feel safe and included in our school through celebrating events from different cultures in our community
- supporting learning and wellbeing outcomes of students from refugee backgrounds
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and following the Department of Education policy on [LGBTIQ+ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- supporting all students in Out of Home Care 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
- supporting students with a disability 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
- ensuring wellbeing staff 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 applying a trauma-informed approach to working with students who have experienced trauma
- supporting students enrolled under the department's international student program in accordance with our legal obligations and department policy and guidelines at: [International Student Program](#)

Individual

Lloyd Street 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 students and parents/carers to discuss how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support or Safety Plan
- considering if any environmental changes need to be made, i.e. changing the classroom set up

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- referring the student to: school-based wellbeing supports, Student Support Services, external supports such as youth and family services, other allied health professionals, headspace, child and youth mental health services or The Orange Door, and re-engagement programs such as Navigator

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 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, or other complex needs that require ongoing support and monitoring.

Further information on specific topics can be found below:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health and wellbeing toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Lloyd Street School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. While student wellbeing is a whole school responsibility, there are specific individuals in leading roles within the school to develop and implement strategies to help identify students in need of support and enhance student wellbeing. Lloyd Street School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Personal and learning information on enrolment
- Student Support Groups and Individual Ed. Plans
- attendance, detention and suspension data
- changes observed by staff (i.e. behaviour, learning)
- self-referrals or referrals from staff
- attendance records
- academic performance
- engagement with families

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 and School Philosophy highlights the rights and responsibilities of members of our community.

Students have the right to:

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- 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 our Student Code of Conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination is not 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, Lloyd Street School will institute a staged response, consistent with the department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school behaviours support structures are focused on the School Wide Positive Behaviour Intervention Supports (SWPBIS) which focuses on clear expectations and processes in encouraging and responding to students behaviour (positive and negative).

Lloyd Street 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:

- warning students of inappropriate behaviour
- teacher controlled consequences from SWPBIS
- withdrawal of privileges
- referral to the year level coordinator
- restorative practices
 - detentions

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- support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort only to be used within department policy for [Suspensions](#), [Expulsions](#), or [Restraint and Seclusion](#) Policies.

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.

The principal of Lloyd Street 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

Lloyd Street School values the input of parents and carers, and we 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff Policy.
- providing parent/carer 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

Lloyd Street School collects 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 are assessed on an annual basis include:

- student survey data
- Students At Risk Register
- incidents data
- case management
- school reports
- CASES21 (attendance and absence data)
- parent survey
- Student Online Case System (SOCS)

Lloyd Street School also regularly monitors 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.

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COMMUNICATION

This policy is 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/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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- [Attendance](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)
- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQA+ Student Support](#)
- [Restraint and Seclusion](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Supporting Students in Out-of-Home Care](#)
- [Suspensions](#)

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2026
Consultation	School Council – September 2026 Parents – September 2026 invited via newsletter Students – October 2026
Approved by	Principal
Next scheduled review date	September 2028