

Flemington 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 the school on 03 9376 7137 or email flemington.ps@education.vic.gov.au

OUR 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.

Flemington 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

Flemington Primary School was established in the current buildings and location in 1922, and is situated in the quiet residential area of Travancore in inner Melbourne. The school is set back from Mount Alexander Road behind majestic, heritage cast iron gates and the school oval, and is bounded by residential housing and the Royal Children's Hospital Mental Health Unit. Situated in spacious grounds, the main red brick building overlooks a pleasant tree and shaded courtyard flanked by several other buildings.

The majority of our students are drawn from the immediate localities and the local government area of Moonee Valley. Flemington Primary School usually receives enrolments from international students, and they are supported by the Western English Language School.

Flemington Primary School has outstanding teachers with specialist teachers in AUSLAN, Visual Arts, Music, Health & Physical Education, Instrumental Music teachers, generalist teachers and educational support staff.

Flemington Primary School is fortunate to have impressive Music facilities with an orchestra/band room plus an additional three small, specialised teaching rooms. The FPS Instrumental Music program is run by the school council and is a user pays program.

Our guiding philosophy is based on equity of access and high expectations that all children will learn and achieve their full potential. We anticipate that all children will leave Flemington Primary School with a love of learning, a strong sense of self-worth, confidence, independence, risk-taking skills and self-discipline. High expectations for learning and behaviour are linked to respect for the rights and responsibilities of all members of our community.

Our school is culturally diverse with 15% of families having a background other than English with the largest EAL groups being Somali and Oromo. The school currently does not have any representation from the Koorie community. We are proud of our diversity and inclusive school community. WE strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Our guiding philosophy is based on equity of access and high expectations that all children will learn and achieve their full potential.

The Flemington Primary School mission is: We will provide learning opportunities in supportive and collaborative learning environments.

Flemington Primary School vision is: Students will realise their full potential, contributing to our school, our community and our world.

At Flemington Primary School our school values are Be Ready to Learn, Be Respectful, Be Safe and Be Kind. These values help us as a school community to reach our overarching goal of Be Your Best!

3. Wellbeing and engagement strategies

Flemington 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-school), targeted (year-level specific) and individual engagement strategies used at Flemington Primary School is outlined below:

Universal

- 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
- deliver a broad, guaranteed and viable curriculum based on the Victorian Curriculum, supported by specialist programs in Art, Music, AUSLAN, STEM and Health and Physical Education
- teachers at Flemington Primary School use an explicit instructional model, aligned with VTLM 2.0, to ensure consistent, evidence-based teaching across all classrooms
- teachers at Flemington 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 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 is 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, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school programs, such as the Buddy Program, House Colours Day, lunchtime clubs, Running Club, whole school assemblies and peer support programs
- welcome students to self-refer to the 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.

- we engage in School Wide Positive Behaviour support with our staff and students, grounded in our values Be Safe, Be Kind, Be Respectful and Be Ready to Learn. Our behaviour expectations are explicitly taught, modelled and reinforced across all settings
- engage in a school-wide delivery of a Social Emotional Learning program, framed through the lens of the Respectful Relationships Program
- programs, excursions and incursions are developed to address issue-specific wellbeing needs or behavioural needs, such as lunchtime activities
- provide opportunities for student inclusion and extension (in activities, such as: lunchtime activities, Mathematical Association of Victoria [MAV] maths competitions, Solar Boats, and Victorian High Abilities Program)

Targeted

Flemington Primary School implements a range of strategies that support and promote individual engagement. The school has a full-time Wellbeing Assistant Principal and a Mental Health and Wellbeing Leader (MHWL) at 0.6 EFT who will ensure:

- each year level has a team leader, who is responsible for monitoring the health and wellbeing of students in their year and acts as a point of contact for students who may need additional support
- Koorie students are supported to fully engage in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander cultures
- Our English as an additional language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- 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 based on the Berry Street model
- 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 the Student Support (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- 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

Flemington 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 a student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan and/or Safety Plan
- considering if any environmental changes need to be made, for example, changing the classroom set-up
- referring the student to:
 - school-based wellbeing supports, including the Wellbeing Assistant Principal and Mental Health Wellbeing Leader
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, child and adolescent mental health services or Orange Door
 - Promoting re-engagement through daily check-ins with teaching and support staff

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 the Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Groups meetings for the students:
 - at risk of disengagement (related to academic, behavioural or disability)
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring

Flemington Primary School will utilise relevant external student wellbeing support services to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- 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:

- Disability Inclusion
- Mental health toolkit
- headspace
- LOOKOUT

4. Identifying students in need of support

Flemington 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. Flemington 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 whilst 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, detention and suspension data
- engagement with families
- external assessments received by Flemington Primary School and referrals to SSS services

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 our SWPBS Behaviour Response Flowchart. Our Behaviour Response Flowchart outlines how Flemington Primary School determine major and minor behaviours and demonstrates how teachers respond to these behaviours. The flowchart is displayed in all classrooms and is a fundamental resource that teachers use to ensure consistent approaches are used across the whole school.

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, Flemington 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:

- 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 Team Leader, Learning Specialist and then as required to the Assistant Principal/Principal
- restorative practices
- 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 Flemington 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

Flemington 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

Flemington 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
- Student Online Cases System (SOCS)

Flemington Primary School will also regularly monitor available data 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
- 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 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 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	Staff – February 2026
Approved by	Principal
Next scheduled review date	February 2028