



CERES PRIMARY SCHOOL

STUDENT WELLBEING & ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the office (03) 5249 1382 or visit the school at 605 Barrabool Road, Ceres 3221.

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.

Ceres 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
7. Engaging with families
8. Evaluation

Policy

1. School Profile

Ceres Primary School is an exciting, stimulating and vibrant school, located on Barrabool Road in Ceres, surrounded by farmland and picturesque views. The enrolment is currently at approximately 123 students, with small class sizes being a priority for the school, whilst ensuring that all community members have a commitment to our school values of Respect, Resilience and Responsibility. Our spacious and attractive grounds provide students with the opportunity to





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be environmentally conscious. The school consists of 1 Principal and 20 staff members in total. We provide quality-learning programs in all curriculum areas, including Literacy, Numeracy, Music, Art, PE & Health, STEM, Performing Arts and MARC (library).

Technology is embedded within our school as we have an innovative “Bring your own” device to school policy. Our current leadership structure involves 1 Principal, 1 Learning Specialist for curriculum, 1 Data Coach, 1 Student-Wellbeing Coordinator and 1 Disability Inclusion Coordinator. We continue to promote student voice through our lessons but also through leadership responsibilities for students from Foundation through to Grade 6, involving various leadership roles. There is a strong relationship between parents, staff and students, with a high level of parent participation on School Council, classroom helpers, fundraising, buildings and grounds development and community social activities.

Some ways in which we promote academic development from Foundation to Grade 6 at our school include:

- THRASS
- 6 + 1 Traits of Writing
- CAFÉ
- GRIN (Getting Reading in Numeracy)
- Goal setting
- Conferencing, conferring and having clinics with each student on their learning goals

Social and emotional learning is another priority at our school from Foundation to Grade 6 as we:

- Teach the Resilience Project
- Teach Resilience, Rights and Respectful Relationships
- Use the Zones of Regulation as an emotions ‘check in’
- Student Support Group Meetings and Individual Education Plan Meetings termly
- Connection with Student Support Services
- Wellbeing Days / Junior School Council Days

2. School Values, Philosophy and Vision

Ceres Primary School will embed a culture composed of positive, shared and clearly stated expectations and values of appropriate and accepted behaviours to ensure that the learning, safety and rights of all the school community are respected.

Our shared beliefs are intended to support, engage, and include individual students and families that come to our school from a diversity of backgrounds, communities and experiences through providing a safe environment for all. We will provide adequate supervision to students and that staff conduct themselves at all times with these legal obligations and responsibilities

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching.

3. Wellbeing and Engagement Strategies

Ceres 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





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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

- 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 Ceres Primary School follow an agreed instructional model 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 Ceres 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 provide feedback and are encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through buddies and lunch clubs.
- Use of the Zones of Regulation for all students.
- Check in with all students after recess and after lunch.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Resilience Project
- Programs, incursions and excursions developed to address issue specific needs or behaviour (ie social/emotional regulation and eSafety).
- Buddy program

Targeted

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, refer to our Child Safe Display found in all classrooms of the school for further information.





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English as an additional language students are supported and all cultural and linguistically diverse students are supported to feel safe and included in our school.

We support learning and wellbeing outcomes of students from refugee background.

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, such as bathroom facilities and uniform options.

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 Education Plan 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.

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, including Berry Street Education.

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](#)

As well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- Disability Inclusion Profiles
- [Mental health toolkit](#)
- [Headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Ceres 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 Education Plan and/or a Behaviour Support Plan and/or Inclusion and Safety Plan and/or ICT 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





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- 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 or ChildFirst
- o 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 an 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:
 - 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

Ceres Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Ceres 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.
- Engagement with families.
- Linking in with allied health professionals.

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.





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- 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 Student 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, Ceres 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.

We use **minor and major behaviour categories** to help students understand the difference between smaller rule-breaking and more serious actions. Minor behaviours are low-level issues that can usually be corrected quickly in the classroom/playground, while major behaviours are more serious and may need extra support or consequences. This system keeps expectations clear, fair, and consistent so everyone feels safe and respected at school. A copy of the Behaviour Management Procedure is detailed below:



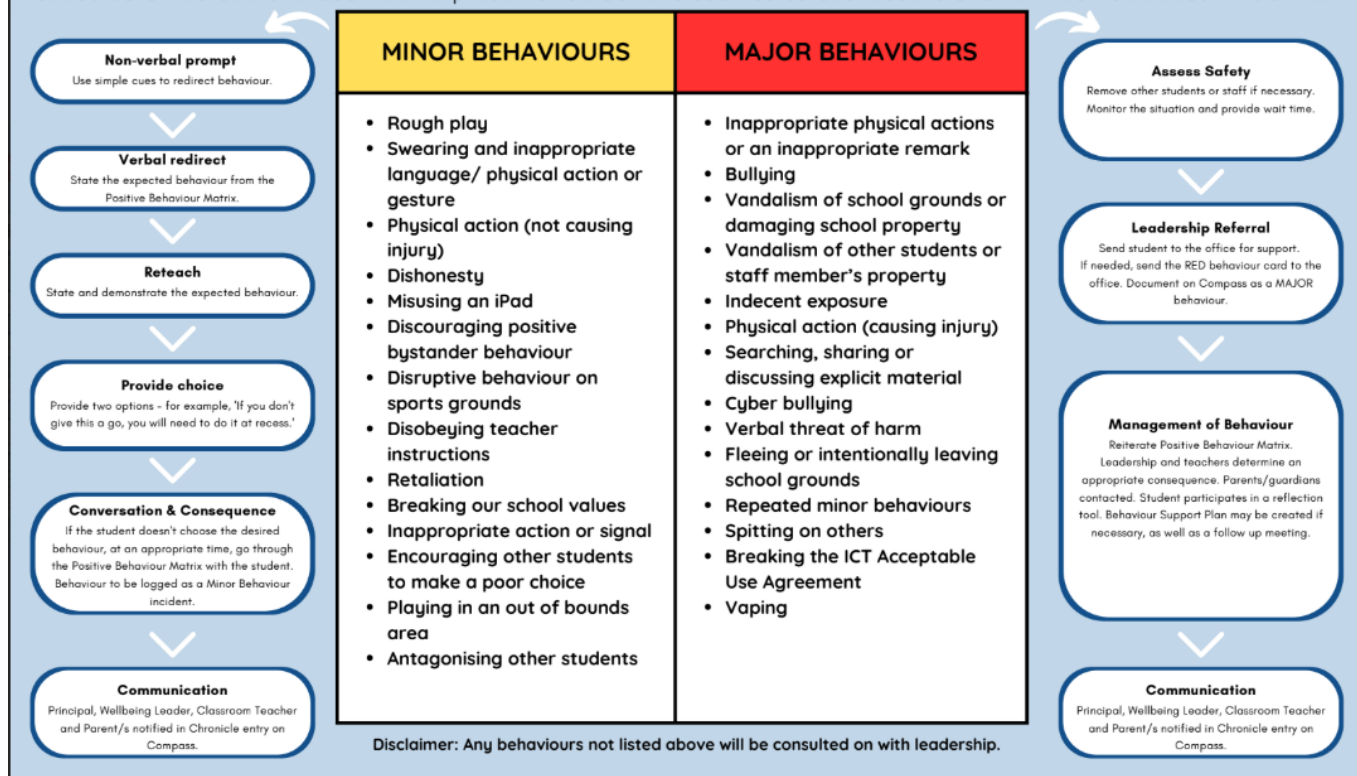


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BEHAVIOUR MANAGEMENT PROCEDURE



This resource details the level of behavioural incidents and defines the actions taken by staff to minimise behavioural incidents in addition to preventative actions such as values lessons and the Positive Behavior Matrix.



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 Ceres 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

Ceres 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.





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- 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 by having an 'opt in' process 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 where appropriate.

8. Evaluation

Ceres 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 surveys
- Case management
- CASES21, including attendance and absence data
- SOCS

Ceres 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.
- Included in staff induction and child safety training 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 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](#)





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- [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	17 th March 2026
Consultation (Mandatory)	School Council 24/03/2026
Approved by	Principal & School Council 24/03/2026
Next scheduled review date (must be at least every 2 years)	17 th March 2028

