



Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand this policy, please contact the school office on 03 5985 2864

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.

Tootgarook 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

Tootgarook Primary School, situated on the Mornington Peninsula, stands as a beacon of educational excellence with its core values encapsulated in the RICH acronym: Respect, Integrity, Celebration, and Honesty. These values form the cornerstone of the School Wide Positive Behaviour Support program, fostering a nurturing environment where students thrive. We have recently become a Classroom Mastery School.

Established in 1950, Tootgarook Primary School has evolved into a modern educational institution dedicated to empowering students to achieve personal excellence. The school's infrastructure reflects its commitment to holistic development, boasting a central administration wing housing a Multi-Purpose Sports Hall, Music and STEM room, Art facilities, our NEST (wellbeing Space) and Library, a Breakfast Club as well as a newly formed Kitchen Garden Program 'Future Foodies'. Additionally, two classroom wings offer open planned classrooms conducive to collaborative learning. The expansive grounds feature amenities such as a large adventure playground, sports oval, and asphalted / synthetic grass play areas, providing ample space for both recreation and structured activities. Despite facing challenges that led to a decrease in enrolments recently, Tootgarook Primary School remains steadfast in its mission and we have recently seen an increase in enrolments which continues to climb steadily. The 2025 Student Family Occupation Education (SFOE) index band value of High underscores the school's commitment to serving its diverse community. We continue to re-brand and promote our school with a number of new programs on offer to our students. We are also upgrading our logo and school uniform to take place over 2026/27 school years to be in full change by the 2027 school year.

The dedicated staff of Tootgarook Primary School comprises a Principal, Assistant Principal, Learning Specialist, 13 teachers, 15 full-time equivalent (FTE) Education Support (ES) staff, and 2 office administration staff. Guided by the F-10 curriculum framework aligned with the Victorian Curriculum, the school ensures a comprehensive educational experience encompassing the eight learning areas mandated by The Education and Training Reform Act 2006. Recognizing the importance of extending support beyond classroom hours, Tootgarook Primary School has re-established a Before and After School Care Program in 2025. Moreover, the continuation of the School Wide Positive Behaviour Support Program coupled with Classroom Mastery and the Resilience Project is bolstered by the presence of a part-time employee from Anglicare, highlighting the school's commitment to holistic student well-being. In essence, Tootgarook Primary School remains dedicated to nurturing a supportive community where every student is empowered to excel academically, socially, and emotionally, embodying the values of Respect, Integrity, Celebration, and Honesty at every turn.

2. School values, philosophy and vision

Tootgarook Primary School's Statement of Values and School Philosophy underpins all aspects of our work and forms the foundation of our school community. Students, staff and members of our community are encouraged to consistently demonstrate our RICH values of respect, integrity, celebration and honesty.

Our school's vision is to achieve personal excellence and empower students within a supportive community.

3. Wellbeing and engagement strategies

Tootgarook 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 (group specific) and individual engagement

strategies used by our school is included below:

Universal

- High and consistent expectations for all staff, students, parents and carers
- A strong focus on building positive, respectful relationships, recognising these as essential to student wellbeing and engagement
- A safe, inclusive and supportive school culture that values diversity and promotes a sense of belonging for all students
- Active partnerships with parents and carers, with a responsive and collaborative approach to communication
- Ongoing analysis of data (attendance, Attitudes to School Survey, behaviour and learning data) to inform practice and respond to need
- Delivery of a broad and engaging curriculum, responsive to student interests, strengths and aspirations
- A consistent instructional model aligned to the Victorian Teaching and Learning Model, ensuring explicit, evidence-informed teaching practices across all classrooms
- Use of a range of teaching and assessment approaches to meet diverse learning needs
- Embedding our Statement of Values and School Philosophy across all aspects of school life
- Structured and supportive transition programs across all stages of schooling
- Regular acknowledgement and celebration of positive behaviour and student achievement
- Whole-school approaches to attendance monitoring and improvement
- Opportunities for student voice and leadership through peer programs and classroom structures
- Strong connections across year levels through whole-school events and programs
- An open door approach to wellbeing support, with access to leadership and wellbeing staff
- Implementation of School Wide Positive Behaviour Support, including Respectful Relationships
- Targeted programs, incursions and extracurricular opportunities to support engagement and inclusion
- Clear processes to identify, report and respond to inappropriate or harmful behaviours

Targeted

- Year level teams and leaders monitor student wellbeing and act as key points of contact
- Targeted supports for priority cohorts, including Koorie students, EAL learners and students from diverse backgrounds
- Trauma-informed practices implemented across the school
- Targeted social and emotional learning programs based on identified need
- Adjustments and supports for students with disability, including IEPs and SSGs
- Structured supports for students in Out of Home Care
- Collaboration with Student Support Services and external providers
- Ongoing monitoring of cohort data to inform targeted intervention

Individual

Tootgarook 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 Learning Plan and/or a Behaviour Support 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

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

4. Identifying students in need of support

Tootgarook 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 help identify students in need of support and enhance student wellbeing. Tootgarook 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, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

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/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, Tootgarook 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 Year Level Coordinator
- restorative practices
- detentions
- 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.

The Principal of Tootgarook 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

Tootgarook 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 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

Tootgarook 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

Tootgarook 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 processes
- Included in transition and enrolment packs
- 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 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](#)
- [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	27 April 2026
Consultation	School Council
Approved by	Principal
Next scheduled review date	Before April 2028