



Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS AND FOR THOSE WITH ADDITIONAL NEEDS

If you need help to understand the information in this policy, please contact
Lyndhurst Primary School (LPS) on 03 8768 6700 or
lyndhurst.ps@education.vic.gov.au.



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.

LPS 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

Lyndhurst Primary School (LPS) is a vibrant and inclusive learning community located in the Marriott Waters Estate in Lyndhurst. Established in 2011, the school caters to students from Prep to Year 6. LPS is a Public-Private Partnership (PPP) school situated within the south-eastern growth corridor of the City of Casey.

Since its opening with approximately 150 students, the school has experienced rapid growth, and by 2025, enrolment has reached 900 students. Like several other schools across Victoria, LPS operates under a partnership agreement between the Victorian State Government and Axiom Education, a private consortium. While Axiom

and its partners manage the construction and ongoing maintenance of the school facilities, LPS remains a fully operational state government school, leased by the Department of Education and Training over a 25-year period.

Situated on the picturesque Marriott Waters wetlands, LPS serves a diverse and culturally rich community. Our purpose-built Public-Private Partnership (PPP) school offers flexible and innovative learning spaces that support collaboration, curiosity, and excellence.

A School for the Community

At LPS our strength lies in our people—our students, staff, families, and broader community. We believe that a school is more than just its location, buildings, and resources; it is a dynamic space where collaboration, inclusion, and shared values shape the learning experience.

LPS fosters a culture where:

- **Students** are engaged in meaningful, relevant learning within a safe and supportive environment.
- **Teachers** work collaboratively in a professional and respectful workplace.
- **Parents and community members** actively contribute to an inclusive and welcoming school culture.

We recognise the vital role that families and the wider community play in education and encourage participation in school life. Our facilities and resources are available for community use, reinforcing our commitment to shared learning and development.

A Diverse and Inclusive School

LPS is proud of its rich cultural and socio-economic diversity. With approximately 60% of students speaking English as an additional language, our families represent 50 language groups and originate from 45 different countries. This diverse mix enhances the learning environment, fostering cultural understanding, global perspectives, and an inclusive mindset among students.

Our Commitment to Wellbeing and Engagement

LPS is dedicated to creating a learning environment that promotes wellbeing, engagement, and success. We provide support, encouragement, and growth opportunities for both students and staff, ensuring high motivation to learn and teach.

As a school that values excellence, inclusivity, and community connection, LPS is a place where students thrive, staff feel empowered, and families are proud to be a part of the journey.

2. School values, philosophy and vision

LPS is a dynamic learning community dedicated to empowering students with the knowledge, skills, and values they need to thrive in an ever-changing world. We are committed to fostering a supportive and inclusive environment where students develop the confidence, creativity, and resilience to reach their full potential.

Our Philosophy

We believe that education extends beyond academics—it is about nurturing well-rounded individuals who contribute positively to their communities. Our approach to teaching and learning is guided by the belief that every child deserves a high-quality education that:

- Encourages **critical thinking, creativity, and problem-solving**
- Fosters **empathy, integrity, and respect**
- Instills a **lifelong love of learning**
- Promotes **active participation in a global society**

Our Mission

Our goal is to develop students' skills, attitudes, and abilities so they can achieve their highest academic, creative, and social potential while making meaningful contributions throughout their lives.

We accomplish this by:

- Delivering a **rigorous, engaging, and personalised curriculum** that empowers students to take ownership of their learning.
- Supporting a **dedicated team of educators** committed to excellence in teaching and continuous professional growth.
- Creating a **collaborative school culture** that actively involves students, parents, and the wider community in the learning journey.
- Fostering an **inclusive and respectful environment** that values and celebrates diversity.
- Providing **innovative and high-quality resources** to support student learning and development.

Our Culture

At LPS, we have built a culture of **high expectations, respect, and responsibility**, ensuring that all members of our community—students, educators, and families—play an active role in shaping a positive and enriching learning environment.

1. High Expectations for All

We believe that setting and maintaining high expectations is the foundation of success.

- **Students** are encouraged to challenge themselves, take pride in their achievements, and support one another in their learning.
- **Teachers** uphold the highest professional standards, working collaboratively to foster an engaging and innovative educational experience.
- **Families** play a crucial role in their children's education and are encouraged to actively support learning at home and in the school community.

2. A Culture of Collaboration and Professional Growth

At LPS, teaching is more than just a profession—it is a shared commitment to student success. We cultivate an environment where educators:

- Work together as a cohesive team to **share expertise, ideas, and best practices**.
- Feel **valued and supported**, knowing their dedication makes a lasting impact.
- Continuously **reflect, learn, and improve**, ensuring students receive the highest quality education.

3. Student Leadership and Responsibility

We empower students to take responsibility for their learning, behaviour, and interactions. At LPS, students:

- Have a **strong voice** in shaping their educational experience.
- Hold themselves and their peers to **high standards of behaviour, respect, and engagement**.
- Understand that **learning is a shared journey**, and success is built on effort, collaboration, and perseverance.

Our school culture ensures that interactions—between students, staff, and families—are guided by respect, kindness, and a shared commitment to excellence.

Our Core Values

Our values serve as the foundation for everything we do at LPS. They guide our actions, shape our relationships, and define our expectations for students, staff, and the wider school community.

- Optimism: *"Optimism is the faith that leads to achievement."* – Helen Keller
We believe in fostering a positive mindset where challenges are seen as opportunities for growth, and every student is encouraged to strive for success.
- Respect: *"Respect. Have it not only for others, but also for yourself."* – Xondra Day
We create an environment where everyone feels valued and heard, fostering a culture of kindness, understanding, and appreciation.
- Integrity: *"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not."* – Oprah Winfrey
We encourage honesty, accountability, and strong moral principles in all aspects of school life.
- Empathy: *"Seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another."* – Alfred Adler
We teach students to understand and respect different perspectives, promoting compassion and inclusivity.
- Responsibility: *"Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else."* – Les Brown
We empower students to take ownership of their learning, actions, and contributions to the school and wider community.

LPS is more than just a place of learning—it is a community where students feel safe, inspired, and supported to reach their potential. With a strong focus on **academic excellence, personal development, and community engagement**, we provide an environment where every student can thrive.

Together, we foster a culture of **high achievement, respect, and lifelong learning**, ensuring that LPS remains a school that our students, staff, and families can take pride in.

3. Wellbeing and engagement strategies

LPS 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 included. 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
- 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/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 curriculum including Music, Physical Education, Art, Spanish, Digital Technology and Science to ensure that students are exposed to subjects tailored to their interests, strengths and aspirations
- Teachers at LPS use the Lyndhurst Instructional Model to ensure an explicit, common and shared model of instruction and ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- Teachers at LPS 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 support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implementing 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 Principals and Principal whenever they have any questions or concerns
- Creating opportunities for cross-age connections amongst students through our 'Buddies' program, athletics, special music programs and special events
- All students are welcome to self-refer to the Mental Health and Wellbeing Leader, School Nurse, Professional Learning Team (PLT) Leaders, Assistant Principals 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, which includes:
 - the Berry Street Education Model
 - High Impact Wellbeing Strategies
 - Positive Classroom Management Strategies
 - Restorative Practices
 - Use of the Behaviour Support Continuum
 - Social And Emotional Learning using the Respectful Relationships Curriculum
 - Identifying and enhancing students 'Super Strengths'
 - Play Cubby
 - Special whole school Health and Wellbeing events
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anti bullying programs)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as abuse, sexual abuse, racism, homophobia and other forms of discrimination or harassment.

Targeted

- Teachers monitor the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- 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 Aboriginal Learning, Wellbeing and Safety Action Plan for further information
- Cultural and linguistically diverse students are supported to feel safe and included in our school through targeted wellbeing initiatives, student induction, culturally responsive teaching practices, celebration of cultural events, and access to dedicated support staff
- We support learning and wellbeing outcomes of students from refugee background through tailored educational programs, trauma-informed practices, dedicated wellbeing services, and partnerships with community organisations
- 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](#)
- 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) meeting

- 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 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 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](#)
- LPS will offer interpreting and translation services to parents and carers who have limited or no English language skills to communicate key information about their child's education
- The Tutor Learning Initiative provides targeted academic support for students who require additional assistance to reach their learning goals
- Proactive Wellbeing Groups facilitate small group programs to promote resilience, emotional regulation, and social skills development
- Behaviour Support Plans and Individual Education Plans (IEPs) are developed collaboratively with students, families, and staff to support individual learning, behaviour, and wellbeing needs
- Additional Assistance from Education Support Staff offers tailored individual and small-group support to ensure students have equitable access to learning opportunities

Individual

LPS implements a range of strategies that support and promote individual engagement. These include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with students 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 changing the classroom set-up
- Referring the student to:
 - o School-based wellbeing supports
 - 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 families to Orange Door
 - 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 Plan 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 Koorie
 - o with other complex needs that require ongoing support and monitoring

LPS draws on a range of Department resources to implement targeted and individualised strategies and supports for students, such as:

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

- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

LPS is committed to providing the necessary support to ensure students are supported intellectually, emotionally, and socially. The Inclusion and Engagement Team plays a critical role in developing, implementing, and reviewing strategies to identify students requiring additional support and to promote positive mental health and wellbeing. To identify students in need of additional emotional, social, or educational support, LPS will utilise a range of information sources and tools, including:

- Personal, health, and learning information collected at enrolment and updated throughout the student's time at the school
- Attendance records
- Academic performance data
- Observations by school staff, including changes in engagement, behaviour, self-care, social connectedness and motivation
- Behaviour and wellbeing data, including records of attendance, time-out, suspension, and incident reports
- Regular communication and collaboration with families and carers
- Self-referrals and referrals from teachers, parents, or support staff

This information is used to ensure a timely, targeted, and individualised approach to student support, in alignment with the Department's policies and frameworks.

5. Student rights and responsibilities

All members of our school community have the 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, LPS will implement 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, restorative and non-punitive interventions to support student behaviour before considering disciplinary measures such as time outs, withdrawal of privileges or withdrawal from class.

Behaviour Support 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. Behaviour Support measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Behaviour Support measures that may be applied include:

- warning a student that their behaviour is inappropriate
- offering of bounded choices
- reflection time
- rethink time in a buddy classroom
- referral to a Learning Specialist or Assistant Principal
- restorative practices
- walking with a yard duty teacher
- time out
- restricted play areas
- 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 LPS 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

LPS 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 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

LPS 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:

- Attitudes to School Survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

LPS 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 and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available 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 relevant to this policy:

- Bullying Prevention Policy
- Child Safety Policy
- Child Safety Code of Conduct
- Child Safety Responding & Reporting Policy
- Complaints Policy
- Duty of Care Policy

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- [Victorian Codes of Conduct and Ethics](#)
- [Victorian Teaching Profession's Code of Conduct](#)
- Visitors Policy
- Volunteer Policy
- Yard Duty and Supervision Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	Tuesday 20th May 2025
Consultation	Annual Child Safe Vision Day Inclusion and Engagement Team
Approved by	School Council
Next scheduled review date	May 2027