

Learn. Grow. Become.



# Student Engagement and Wellbeing Policy



## Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Brighton 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.

## Table of Contents

The implementation of the Student Engagement Policy is a shared responsibility between school, home and the school community. This policy is divided into the following sections that outline the way in which the BPS community seeks to achieve the purpose of this policy.

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

Information about the school profile can be accessed on the Brighton Primary School website.

<http://www.brighton.vic.edu.au/>

Brighton Primary School, established in 1875, is located in the bayside suburb of Brighton, 12 kilometres from Melbourne's CBD. With deep generational ties, our school is strongly supported by the School Council and parent community.

The school caters for approximately 550 students across 24–26 classes, including 18–20 students with moderate to profound hearing loss enrolled in our regional Deaf Facility. Our inclusive culture ensures all students learn in an environment of shared responsibility and collaboration.

Facilities include purpose-built specialist learning spaces for Science, Music, Art, Physical Education, and Performing Arts, alongside a modern library and collaborative learning spaces. Our spacious grounds feature landscaped play areas, adventure playgrounds, fitness circuits, and a student-designed Wonder Garden, reflecting the school community's strong investment in our facilities.

## 2. School Mission and Vision

At Brighton Primary School, our reputation rests on honouring our history, focusing on the present, and preparing for the future. The growth of our children is at the heart of our community. By nurturing the whole child—academically, socially, emotionally, and physically—we foster a sense of belonging and achievement through meaningful relationships and rich learning experiences.

Our vision is to build a community of active learners who can meet the challenges of a rapidly changing world and become responsible global citizens. Brighton Primary School develops the attributes of the IB learner profile while ensuring all students acquire deep knowledge and strong foundational skills.

We value our colleagues as reflective educators who embrace evidence-based practice, who are open to new ideas, and who are committed to preparing students as critical thinkers and lifelong learners.

### OUR APPROACH TO TEACHING AND LEARNING

At Brighton Primary School, explicit teaching is central to our practice. Approximately 80% of instructional time is dedicated to structured, evidence-based teaching that builds strong foundational knowledge and skills across literacy, numeracy, and other curriculum areas. This approach ensures students master essential content and can apply their learning with confidence.

In addition, around 20% of learning time is dedicated to guided inquiry, where students apply and extend their knowledge in meaningful contexts. As an IB Primary Years Program (PYP) school, our approach blends the strengths of explicit instruction with the opportunities for guided inquiry to ensure all students thrive. Through inquiry, they explore concepts, ask questions, and develop higher-order thinking skills, fostering curiosity, creativity, and deep understanding.

Our unique blend of explicit instruction and guided inquiry provides a powerful balance: students gain the solid knowledge base they need while developing the independence, problem-solving abilities, and global outlook that prepare them for the future.

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## 3. Engagement Strategies

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential.

Brighton Primary 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 (year group specific) and individual engagement strategies used by our school is included below:

<p>Universal</p>	<p>Our whole of school strategies to promote positive behaviour and inclusion are:</p> <ul style="list-style-type: none"> <li>● maintaining high and consistent expectations of all staff, students and parents and carers</li> <li>● prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing</li> <li>● creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued</li> <li>● recognising parents and carers as partners in learning</li> <li>● 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</li> <li>● teachers using Brighton Primary School’s instructional frameworks to ensure an explicit, common and shared model of instruction</li> <li>● teachers adopting a consistent assessment schedule to effectively respond to the diverse learning</li> </ul>
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**4 Student Engagement and Wellbeing Policy**

	<p>strengths and needs of our students</p> <ul style="list-style-type: none"> <li>● carefully planning transition programs to support students moving into different stages of their schooling</li> <li>● acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents</li> <li>● monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level</li> <li>● providing students the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council.</li> <li>● creating opportunities for cross-age connections amongst students through buddies</li> <li>● welcoming all students to self-refer to the student wellbeing coordinator, school nurse, assistant principal and principal if they would like to discuss a particular issue or feel as though they may need support of any kind.</li> <li>● engaging in school wide positive behaviour support with our staff and students, which includes programs such as:             <ul style="list-style-type: none"> <li>○ Respectful Relationships</li> <li>○ CyberSafety</li> <li>○ Zones of Regulation</li> <li>○ House Points</li> </ul> </li> <li>● developing programs, incursions and excursions to address issue specific needs or behaviour</li> <li>● creating opportunities for student inclusion (i.e. sports teams, recess and lunchtime clubs)</li> </ul>
<p>Targeted</p>	<p>Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:</p> <ul style="list-style-type: none"> <li>● having a Student Wellbeing Coordinator; a leading teacher with support from classroom teachers, monitors the health and wellbeing of students and acts as a point of contact for students who may need additional support</li> <li>● supporting students identified as working below or above curriculum level through our Learning Enhancement Team, who provide targeted support, extension, and intervention to meet individual learning needs</li> <li>● supporting students who are deaf or hard of hearing through Teachers of the Deaf, who work collaboratively with classroom teachers to support students’ learning, communication, and engagement at school</li> <li>● supporting Koorie students to engage fully in their education, in a positive learning environment</li> <li>● supporting our English as a second language students through our Learning Enhancement Team</li> <li>● supporting all students in Out of Home Care in accordance with the department’s policy on <a href="#">Supporting Students in Out-of-Home</a></li> <li>● 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 <a href="#">Students with Disability</a></li> <li>● staff applying a trauma-informed approach to working with students who have experienced trauma</li> <li>● supporting students enrolled under the department’s international student program in accordance with our legal obligations and department policy and guidelines at: <a href="#">International Student Program</a></li> </ul>
<p>Individual</p>	<p>Brighton Primary implements a range of strategies that support and promote individual engagement. These can include:</p> <ul style="list-style-type: none"> <li>● building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances</li> <li>● meeting with students and their parents/carers to talk about how best to help the students engage with school</li> <li>● developing an Individual Learning Plan and/or a Behaviour Support Plan</li> <li>● considering if any environmental changes need to be made, for example changing the classroom set up</li> <li>● referring the student to:             <ul style="list-style-type: none"> <li>○ school-based wellbeing supports</li> <li>○ Student Support Services</li> <li>○ appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or The Orange Door</li> <li>○ re-engagement programs such as Navigator</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>● Where necessary the school will support the student's family to engage by:<ul style="list-style-type: none"><li>○ being responsive and sensitive to changes in the student's circumstances and health and wellbeing</li><li>○ 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</li><li>○ monitoring individual student attendance and developing Attendance Improvement Plans in collaboration with the student and their family</li><li>○ engaging with our regional Koorie Engagement Support Officers</li><li>○ running regular Student Support Group meetings for all students:<ul style="list-style-type: none"><li>■ who are Deaf or Hard of Hearing</li><li>■ with a disability</li><li>■ in Out of Home Care</li><li>■ with other complex needs that require ongoing support</li></ul></li></ul></li></ul>
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#### 4. Identifying Students in Need of Extra Support

Brighton Primary is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The student wellbeing coordinator and learning enhancement team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Brighton Primary will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Information gathered on enrolment
- Attendance data
- 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
- Student Support Groups and Individual Education Plans
- Assessments and information provided from other agencies

#### 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.

##### All students have the right to:

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs
- Express their ideas, feelings and concerns.

##### All 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 Behaviour Expectation Pillars: Safety, Respect and Resilience.

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, Brighton Primary 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 considers, explores and when appropriate 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 leadership team (Student Wellbeing Coordinator, Assistant Principal and/or Principal)
- payment for damage sought
- restorative practices (including written and/or verbal apologies)
- action to make it right (may include clean up damage to property)
- 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:

- [Suspensions Policy](#)
- [Expulsions Policy](#)
- [Restraint and 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 Brighton Primary 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

Brighton Primary 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
- providing parent/carer volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- seeking feedback from parent representatives on School Council
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Brighton Primary 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.

Some sources of data may include data from:

- The Attitude to School survey
- School reports
- CASES21
- Compass
- SOCS (Student Online Case System- System for recording, managing and reporting cases for student support services)
- The Parent survey
- Case management work with students.

## Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in induction processes for relevant staff
- 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 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 (available on our website) are also relevant to this Student Wellbeing and Engagement Policy:

- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy



## Contact Details

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## Review Cycle

<b>This policy was last ratified by School Council</b>	May, 2026
<b>To be reviewed</b>	May, 2028



Brighton Primary School operates within the framework of the International Baccalaureate Primary Years Programme.