

Pembroke Primary School
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Student Wellbeing and Engagement Policy 2025

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.



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9725-6689.

Pembroke 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

School profile

Pembroke Primary School is situated in the eastern suburbs of Melbourne at the foot of the Dandenong Ranges. Its picturesque grounds, which are undulating and treed, provide shade in summer and attract a variety of bird-life.

Our school grounds provide students with a variety of play surfaces and facilities, including large asphalt areas, climbing equipment, a tiered stage area, both natural and constructed shade areas and a number of places where students can participate in less active choices when outdoors.

We have large, open learning spaces, providing flexible learning options for the needs of all students. Every classroom is equipped with a Smart TV; students have access to laptops and iPads. In addition, there is also a Library, STEM room, Art room and multi-purpose room.

Enrolments are around 90 students. A proportion of students are in receipt of CSEF funding. We enjoy a rich culturally diverse school population. Eligible students are supported by the Disability Inclusion program

There are a number of current opportunities for parents to be involved in our school, including our School Council, Parents Committee, Breakfast Club and Gardening Club. We have a Parents Club for our Hakha Chin community. A School Chaplain works two days a week and assists in various wellbeing programs.

School values, philosophy and vision

Pembroke Primary School is proudly a safe and welcoming school for everyone – regardless of gender, sexuality, cultural background or family circumstances. We believe everyone has a right to a great education.

Pembroke Primary School's purpose is to provide our students with the opportunity, motivation, environment and programs to each reach their full potential as healthy individuals and contributing members of the community: emotionally, socially, creatively and academically. The school's approach has its foundation in the development of productive and co-operative relationships between all members of the school community.

The school aims to develop high levels of literacy and numeracy skills. Developing student learning and wellbeing by building student engagement with their learning, improving student voice, agency and disposition towards learning, and are the major foci of our strategic plan.

Pembroke Primary School uses a range of evidence-based strategies to positively engage our students in their learning and to intervene when problems arise.

NOTE: The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

Our Statement of Values is available on the school website.

Wellbeing and Engagement strategies

Pembroke Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We have implemented the School-Wide Positive Behaviour Support framework (SWPBS) since 2018 with fidelity. 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 Strategies:

- we implement School-Wide Positive Behaviour Support (SWBPS), backed by programs such as Respectful Relationships, Social Sam and Life Skills Go
- positive behaviours are explicitly taught and acknowledged with a whole-school token system
- achievements in positive behaviour are recognised in our school office (the 'beehive'), at assembly and communicated to parents. They are celebrated with class-based and whole-school celebrations
- awards celebrating positive behaviour and achievements are presented at whole school assembly each week and acknowledged in the newsletter
- high and consistent expectations are held for all staff, students and parents and carers
- all teachers use Wellbeing activities and programs to build relationships between students and teachers. They discuss issues and use these discussions to build positive social interactions which reflect the school's agreed values.
- staff recognise the fundamental role positive relationships play in building and sustaining student wellbeing and parent connectedness
- all staff create a culture that is inclusive, engaging and supportive
- we welcome all parents/carers and are responsive to them as partners in learning

- school data is analysed and responded to such as attendance, Attitudes to School Survey, parent survey data, SWPBS student management data, wellbeing data and school level assessment data
- Pembroke PS delivers a broad curriculum including STEM, PE, The Arts and LOTE (Auslan)
- teachers at Pembroke Primary School use the Victorian Teaching and Learning Model 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 Pembroke 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 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
- we implement carefully planned transition programs to support students moving into different stages of their schooling, including our Alphabeenies program (kinder to Foundation transition) and support when transitioning to secondary school
- student attendance is monitored and attendance improvement strategies are implemented at a whole-school, cohort and individual level
- Breakfast Club operates every morning for all students
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council, SRC feedback boxes in each classroom, and feedback stations in all learning spaces. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns
- we create opportunities for cross—age connections amongst students through flexible class groupings, House athletics days, whole-school productions and community events such as Celebrate Mooroolbark, Family Fun Night, Anzac Day services and Community Christmas Carols
- all students are welcome to speak to the 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
- programs, incursions and excursions are developed to address issue-specific behaviour (i.e. anger management programs, cyber-safety, puberty)
- opportunities are provided for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs and peer support programs support the social learning of our students
- parents are encouraged to participate in school programs and community outreach programs, including our chicken coop and vegetable garden.

Targeted Strategies:

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan (IEP) and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- support programs, including the Tutor Learning Initiative, are provided for students who are identified as needing additional support in literacy and numeracy
- 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
- Multi-Cultural Education Aides work with all classes

- our School Chaplain provides support for families, individuals and groups of students throughout the year
- staff and students run a variety of lunch time programs for student enjoyment and to cater for individual needs
- Kids Hope mentors are available to support identified students
- SWPBS strategies, such as 'Check In/Check Out' and Social Groups are implemented to support students who are identified as requiring more specific interventions

Individual Strategies

Pembroke 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, their parent/carer and support team 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 (e.g. Chaplain, Kids Hope mentors)
 - 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 Child First
 - 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
- connecting to other Department programs and services such as:
 - Disability Inclusion
 - Mental health toolkit
 - Headspace
 - Navigator
 - LOOKOUT
- running regular Student Support Group meetings for all students:
 - with a Disability Inclusion profile
 - in Out of Home Care
 - Aboriginal and Torres Strait Islander students
 - at parent request
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Pembroke 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. Pembroke 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
- SWPBS behaviour data
- Life Skills Go data
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- detention and suspension data
- engagement with families
- self-referrals or referrals from families or peers

Rights and responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

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 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 staff member of Pembroke Primary School.

Our behaviours are guided by our school values:
Be Respectful, Be Trustworthy, Be Responsible

Every member of Pembroke Primary School community has the right to:

- Fully participate in a safe, supportive and inclusive educational environment that stimulates and challenges students to be active participants in their learning.
- Learn or teach in a safe, secure and welcoming school environment.
- Be treated with respect, dignity and understanding regardless of their cultural, religious, racial or linguistic backgrounds.

Every member of Pembroke Primary School community has a responsibility to:

- Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act (2006) and communicate these obligations to all members of the school community.
- Abide by state and federal laws and respect the democratic processes under which those laws are made.
- Participate and contribute to a safe, supportive and inclusive learning environment that supports, stimulates and challenges the learning of self and others.
- Provide a positive culture where bullying including cyberbullying is not accepted.
- Be alert to signs and evidence of bullying and cyberbullying, and to have a responsibility to report it to staff whether as an observer or victim.
- Reinforce safe behaviour with regard to preventing cyber bullying, e.g., privacy with regard to log-in details, passwords, phone numbers and dealing with the receipt of unsolicited messages.

Our students, their parents/carers and our staff will treat each other with dignity and respect at all times.

All students have a right to:	All staff have a right to:	All parents and carers have a right to:
• Learn in a supportive, friendly and safe environment, free from interference or intimidation • Socialise and have fun • Expect a learning program that supports their individual need. • Be treated with respect and fairness as individuals. • Express their ideas, feelings and concerns	• Work in a co-operative, calm and orderly environment. • Receive respect and support from the school community	• Know their children are in a safe, happy learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning. • Expect communication and participation in their child's education and learning.
All students have a responsibility to:	All staff have a responsibility to:	All parents and carers have responsibility to:
• Be prepared to learn and allow others to learn in a calm	• Build positive relationships with students as a basis for	• Support the school in maintaining a safe and respectful learning

supportive environment. • Be an active participant in achieving their learning potential. • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community • Treat everyone with respect regardless of their gender, sexuality, cultural background, disability or family circumstances.	engagement and learning. • Support all our students, regardless of gender, sexuality, cultural background, disability or family circumstances. • Use and manage the resources of the school to create stimulating and meaningful learning • Ensure all reported incidents of bullying are followed up and support is given to both victim and perpetrator. Parents of any victim of bullying will be contacted. • Treat all members of the school community with respect, fairness and dignity. • Use discretion in the application of rules and consequences. • Exercise their duty of care • Monitor the use of digital technology	environment for all students. • Build positive relationships with members of the school community. • Ensure students attend school. • Promote respectful relationships.
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Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Violence, bullying (including cyberbullying) 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. Student bullying behaviour will be responded to consistently with Pembroke Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Pembroke 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class, as outlined in our School-wide Positive Behaviour Support framework (SWPBS).

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 are applied fairly and consistently, and follow our 'Minor and Major behaviour flow chart'. 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, including access to technology or school internet, for a set time period
- referral to the Principal/Leadership Team
- restorative practices
- behaviour support and intervention meetings
- behaviour support plans
- 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 Pembroke 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.

Shared behavioural expectations

Pembroke Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

Expectations of students

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- use technology safely and respectfully
- not disrupt the learning of others and make the most of our educational opportunities.

Principals, teachers and school staff

Staff are expected to demonstrate trust, confidentiality and understanding in their relationships with members of the school community.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents treat all members of the school community with respect.

The Principal has the responsibility to provide an educational environment that ensures that all students are valued and cared for and feel they are part of the school, and can engage effectively in their learning and experience success.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

Parents and Carers

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

School actions and consequences

A key component of Pembroke Primary School's approach to student management is teaching positive behaviours as outlined in the programs in the School Values, Philosophy and Vision statement. This is underpinned by the use of logical consequences to address appropriate and inappropriate behaviours.

Pembroke Primary School places an emphasis on developing a strong positive relationship between teachers and students through the use of regular circle time discussions.

Appropriate Behaviour

Appropriate behaviour is rewarded by a number of positive consequences embedded in school wide and classroom rewards.

- Weekly awards for class work and appropriate behaviours
- SWPBS tokens for positive behaviours as outlined in our SWPBS matrices.
- Classroom award systems
- Achievements acknowledged at assemblies and in fortnightly newsletter
- Positive feedback

Inappropriate Behaviour

- Appropriate behaviours discussed in classrooms particularly during Wellbeing sessions
- Discussions with student based on School Wide Positive Behaviour Matrix and shared expectations
- Re-teaching of specific positive behaviours
- Tiered behaviour interventions and supports as outlined in our minor and major behaviour flow-charts
- Student conferences
- Following school's behaviour process
- Contact with parents - processes and actions put in place

Ongoing inappropriate behaviour:

Where a student displays ongoing inappropriate behaviour, a staged response would incorporate a number of the following:

- Discussing behaviour problems and reaching agreement for future behaviour both with child and family
- Explicit teaching of appropriate behaviours
- Monitoring of behaviour and regular feedback
- Restriction of technology/internet access for a set time period
- Managed plans for recess and lunch time where necessary
- Withdrawal from an activity, class, excursion, camp. Student to then be provided with an alternative educational setting within the school.
- Counselling
- Developing a student behaviour support plan based on individual needs of student
- Student Support Group meeting involving parents/carers, teachers and any relevant support personnel to assist with modifying behaviour.

Suspension or Expulsion – serious disciplinary actions will follow the DET Ministerial Order 1125 (Procedures for Suspension and Expulsion) – July 2018.

Engaging with families

Pembroke 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
- assisting parents to set up Sentral for Parents app
- involving our Multicultural Aides and translators to assist with communication where necessary
- translating newsletters and notices into languages other than English
- 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 e.g. home reading
- involving families in school decision making
- co-ordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

Evaluation

Pembroke 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: ATOSS, Living Ripples Resilience survey, Life Skills Go data
- incidents data e.g. scatterplot data, ABC (Antecedent, Behaviour, Consequence) data
- SAEBRS Wellbeing check
- SWPBS data
- school reports
- Parent Opinion survey
- case management
- CASES21, including attendance and absence data

Pembroke 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
- referenced 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 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](#)
- [LGBTIQA+ 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
Consultation	SIT; School Council
Approved by	Principal
Next scheduled review date	October 2027