Dandenong West PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact Dandenong West Primary School on dandenong.west.ps@education.vic.gov.au or 9792 2868.

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.

Dandenong West 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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POLICY

1. School profile

Dandenong West Primary School has approximately 325 students. Our Student Family Occupation and Education (SFOE) index of 0.5971 and ICSEA of 931 reflect a community with a high level of socio-economic disadvantage. Our school is highly culturally and linguistically diverse: 89% of students have a language background other than English (LBOTE), for 78% English is not the main language spoken at home, and 207 students (64%) are enrolled as English as an Additional Language (EAL) learners. There are 38 different languages spoken across the school, not including the number of dialects that may be spoken. The majority of our students' families originate from South Asia, with the rest, mainly from areas of Africa, Middle East and other parts of Asia.

Enrolment information identifies approximately one sixth of our students as likely to be from a refugee background. Many of our families are highly mobile, and this has a significant impact on classroom learning and teaching. We respond with strong transition and induction processes that help new students feel safe, connected, and ready to learn.

2. School values, philosophy and vision

Dandenong West Primary School is committed to providing a safe, supportive and inclusive environment for students, staff and the wider community, built on a strong partnership between school and families to support learning, engagement and wellbeing. The school's programs and teaching actively promote the principles of Australian democracy, including elected government, the rule of law, equal rights before the law, freedom of religion, speech and association, and the values of openness and tolerance.

Our vision is to create a safe, inclusive and high-performing learning community where every child experience success, builds confidence and develops the knowledge, skills and character to thrive.

Our mission centres on improving life outcomes through high-quality, evidence-informed teaching, strong relationships and continuous improvement, ensuring every minute matters, every student belongs and every lesson builds lasting knowledge.

These commitments are underpinned by the school's HEART values - Respectful, Accountable and Kind - which shape a shared language and expectations across the school community. Respectful means treating people and the environment with care and valuing diversity; Accountable means taking responsibility for learning and actions with integrity; Kind means showing empathy and fostering belonging. These values are embedded through posters,

awards, and ongoing discussion in classrooms, meetings and assemblies, and lived daily in classrooms, the playground and the wider community.

We show HEART.

Our values underpin everything we do and guide the way we learn, work and interact with one another. They provide a common language and a shared set of expectations for all members of our school community.

Respectful: We treat ourselves, others and our environment with care and consideration. We value diversity, listen to different perspectives and contribute positively to our learning community.

Accountable: We take responsibility for our learning, behaviour and actions. We strive to do our best, act with integrity and learn from both our successes and our mistakes.

Kind: We demonstrate empathy, compassion and inclusion. We support others, celebrate each other's successes and foster a culture where everyone feels safe, valued and that they belong.

Showing heart means living these values every day: in our classrooms, in the playground and throughout our wider school community.

Our values are embedded through posters, awards, and ongoing discussion in classrooms, meetings, and assemblies. Showing HEART means living these values every day: in our classrooms, in the playground and throughout our wider school community.

Guiding principles

- **All students can learn.**
- **All staff make a difference.**
- **We assume positive intent from students and families.**

These principles guide how we teach, how we support students who are finding things hard, and how we work with families. In practice, our staff are committed to:

- having high expectations for our students and ourselves, to inspire lifelong learning
- working collaboratively to provide an evidence-based, reflective and responsive curriculum that is relevant to every student
- creating a safe and supportive environment, with achievable goals, challenging and authentic tasks, and success celebrated
- building inclusive classroom practices where every child achieves their best
- fostering our HEART values within and across our culturally diverse school

- connecting with our community and celebrating cultural differences

Our Statement of Values is available online at: https://www.dandenongwestps.vic.edu.au/wp-content/uploads/2024/10/School-Strategic-Plan-2022-2026.pdf

3. Wellbeing and engagement strategies

Dandenong West Primary School promotes a healthy, supportive, and safe environment for all students. All staff share responsibility for student wellbeing, so that every student experience success, feels safe and secure, and has a strong sense of belonging.

We have developed a range of strategies to promote engagement, community connection, positive behaviour and respectful relationships for all students. We acknowledge that some students need extra social, emotional, or educational support at school, and that students need change over time as they grow and learn. A summary of our whole school (universal), targeted and individual strategies is set out below.

Dandenong West Primary School uses a Multi-Tiered System of Supports (MTSS) across curriculum (Literacy and EAL) and wellbeing. MTSS gives every student strong, consistent teaching at Tier 1, and a structured way to provide more support for students who need it.

Throughout 2026, we have made strong progress in strengthening our whole-school approach to student wellbeing, behaviour and engagement. Consistent routines clearly communicated expectations, and a shared approach to responding to student behaviour has been a significant area of improvement. This work has created more predictable and orderly learning environments, and a strong foundation for further improvement.

- **Consistent routines and expectations:** Agreed classroom routines, transition procedures and expectations have been established and embedded across learning environments. Staff have a stronger shared understanding of the importance of explicitly teaching, modelling and reinforcing expected behaviours. While consistency can continue to improve, these practices are increasingly part of our school culture.
- **Explicit teaching and reinforcement of behaviour:** We explicitly teach behavioral expectations, rather than assuming students already understand them. Continued attention to modelling, guided practice, reinforcement, and reteaching has supported greater consistency. Our next step is to strengthen how we systematically recognize and acknowledge students who demonstrate our agreed expectations and HEART values, as we move into School-Wide Positive Behaviour Support in 2027.
- **PCMS and staff capability:** Working with our Positive Classroom Management Strategies (PCMS) coach has helped staff develop consistent, evidence-informed responses to student behaviour. This has strengthened our shared understanding of positive and corrective responses, high expectations, and the importance of predictable adult behaviour. Ongoing professional learning and implementation support will help us sustain this progress.

Universal (whole school)

At Dandenong West Primary School, our staff are committed to student wellbeing, inclusion and engagement through:

- developing positive relationships across the school and local community
- encouraging participation and enjoyment in a range of experiences
- providing a range of specialized support services to the school community
- ensuring a safe and nurturing environment for our students
- holding high and consistent expectations of all staff, students, parents and carers
- prioritizing positive relationships between staff and students, recognizing 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 and carers and being responsive to them as partners in learning
- analyzing and responding to a range of school data, such as attendance, Attitudes to School Survey, parent survey data, student management data, wellbeing screening data and school level assessment data
- strengthening Tier 1 practices through consistent, explicitly taught routines in every classroom: our Engagement Norms; morning routines, where students line up outside their classroom in roll order and complete a 'Do Now' task as they come in; and calm, orderly movement around the school. These routines create predictable learning environments where students know what is expected and are ready to learn. At the start of each year, the first three weeks of Term 1 focus on the school's values matrix and explicitly teaching behaviour expectations, rules, routines and procedures. Lessons follow an Explicit Direct Instruction (EDI) structure: a clear learning objective, activating prior knowledge, concept development, skill development with guided practice, frequent checking for understanding, and independent practice
- delivering staff professional learning through the same explicit model: retrieval of prior learning, the research behind the practice (why), teaching it (define, model and demonstrate), checking for understanding, and rehearsal
- adopting a broad range of teaching and assessment approaches that respond to the diverse strengths and needs of our students, in line with the standards set by the Victorian Institute of Teaching
- teaching and promoting our HEART values, which are part of our curriculum and are shared with students, staff and families as the foundation of our school community
- a guaranteed and viable wellbeing curriculum: a Foundation to Level 6 Personal and Social Capability scope and sequence (Victorian Curriculum F–10 Version 2.0), linked to Health and Physical Education. Resilience, Rights and Respectful Relationships (RRRR) is the core teaching resource, as part of the Department's whole-school Respectful Relationships approach, and

the Berry Street Education Model (BSEM) provides daily routines and classroom strategies. Respectful Relationships is implemented in sequence and in full at each year level, including sexual abuse prevention education, and every class teaches the same RRRR topic in the same weeks, so language, routines and expectations are shared from Foundation to Level 6. Students receive two explicit social and emotional learning lessons each week, taught through Explicit Direct Instruction (retrieval, I do, we do, you do), alongside daily BSEM routines: Morning Entry, Circle Time and Ready to Learn check-ins. Protective content, including help-seeking and positive gender relations (consent, body safety), is taught every year in every band, in line with the Child Safe Standards. Students working towards Foundation follow an adjusted Foundation Levels A–D pathway

- carefully planned transition programs to support students moving into different stages of their schooling, including students who join our school during the year
- acknowledging positive behaviour and student achievement in the classroom, formally at school assemblies, and in communication to families through Class Dojo and Compass
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Giving students 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 taught about their rights, their views are taken seriously, and they are encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns
- Welcoming students to self-refer to the Wellbeing team, School Chaplain, Year Level Leaders, Assistant Principal (Wellbeing and Inclusion) and Principal if they would like to discuss a particular issue or feel they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- a strengthened Tier 1 approach to behaviour, where behaviour is explicitly taught like any other part of the curriculum. In 2026 we are implementing the Department’s Positive Classroom Management Strategies (PCMS), which lead to School-Wide Positive Behaviour Support (SWPBS) from 2027. Our Tier 1 approach includes:
    - RESET, our whole-school model for responding to minor behaviour: Remind, Encourage, Show, Empower and Transform (see section 6)
    - positive narration, gesture and proximity to acknowledge expected behaviour and redirect students without interrupting learning
    - explicit teaching of our expected behaviours, routines and STAR
    - Resilience, Rights and Respectful Relationships
    - Berry Street Education Model
    - restorative practices
    - programs, incursions and excursions developed to address specific needs (e.g. relationship building programs)
    - opportunities for student inclusion (e.g. sports teams, clubs, recess and lunchtime activities)

- buddy programs and peer support programs
- measures that empower our school community to identify, report and address harmful behaviours, such as racism, homophobia and other forms of discrimination or harassment, supported by the Department's Safe Schools initiative so that our school is safe and inclusive for LGBTIQA+ students, staff and families

Programs and community partnerships

- We work with community partners so that every student can come to school ready to learn, and every family feels supported.

Targeted

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our **DWPS Aboriginal Learning, Wellbeing and Safety Action Plan**

Students learning English as an Additional Language (EAL) are supported through our EAL program and our MTSS approach to Literacy and EAL. As a Tier 2 intervention, newly arrived students from EAL backgrounds work in small groups with our intervention team on Story Champs, an oral language intervention that explicitly teaches students to understand and retell stories, using visual icons, modelling and repeated practice. Building oral language gives students the vocabulary and sentence structures they need for reading and writing, and the confidence to communicate with peers and staff.

All culturally and linguistically diverse students are supported to feel safe and included at our school, including through:

- induction and transition support for new arrivals and students who enrol during the year
- interpreters for meetings and important communication with families
- trauma-informed practice for students from a refugee background
- professional development for staff
- Multicultural aides and support from Community Hub Leaders

- *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) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.* Our

Disability Inclusion team works with students who need extra adjustments. Adjustments are recorded through the Nationally Consistent Collection of Data on School Students with Disability (NCCD)

- lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) students are supported to feel safe, respected and included, guided by the Department's Safe Schools initiative
- students who are not regulated and need extra support are supported by our Wellbeing team, through regulation strategies, small-group programs and, where needed, Behaviour Support Plans
- the Wellbeing Literacy Circle, run with Wellsprings for Women, is a Tier 2 program for small groups of 8–10 students in Years 4–6. Students read and discuss texts in rotating roles, building literacy alongside emotional literacy, empathy, help-seeking and respectful relationships, in line with Resilience, Rights and Respectful Relationships. The Girls' Literacy Circle, and a Boys' Literacy Circle is proposed for students who need extra confidence or social support in Years 5&6
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- *staff will apply a trauma-informed approach to working with students who have experienced trauma.* Teachers and Education Support staff are trained to recognise the phases of escalation (calm, trigger, agitation, acceleration, peak, de-escalation and recovery) and to respond with strategies matched to each phase.
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program*

Individual

Dandenong West 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*
- monitoring individual student attendance and developing Attendance Improvement Plans with the student and their family
- engaging with our regional Koorie Engagement Support Officers

- running regular Student Support Group meetings for all students:
    - with disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring
- *referring the student to:*
    - *school-based wellbeing supports*
    - *Student Support Services*
    - *Visiting Teacher Supports*
    - *Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Orange Door*
    - *Re-engagement programs such as Navigator, CMY*

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

Dandenong West 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. Dandenong West 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 on enrolment and while the student is enrolled
- attendance records
- academic performance
- EAL assessment data
- universal wellbeing screening data (e.g. SAEBRS)
- NCCD data on adjustments for students with disability

- observations by school staff, such as changes in engagement, behaviour, self-care, social connectedness and motivation
- behaviour incident 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 and Student Code of Conduct. At Dandenong West Primary School, we show HEART by being Respectful, Accountable and Kind. Our expected behaviours are taught explicitly and displayed across the school:

Respectful	Accountable	Kind
We keep our hands, feet and objects to ourselves	We use our learning time wisely	We wait for our turn to speak

We respect personal space and the school environment	We show STAR	We use kind, honest and polite words and actions
We use an appropriate noise level	We listen carefully and follow instructions	We accept that people learn in different ways
We allow ourselves and others to learn	We line up to enter and exit buildings calmly and quietly	We include others and stand up for what is right

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 our school's Bullying policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

This policy also applies to student behaviour outside school hours and off school grounds, including online, where the behaviour poses a significant risk to the health, safety or wellbeing of students or staff and has a clear and close connection to the school.

When a student acts in breach of the behaviour standards of our school community, 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 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.

When a student is having difficulty meeting an expectation, we see it as a sign of a lagging skill or an unsolved problem, not a lack of willingness. Adults work collaboratively with the student, and their family, to understand what is getting in the way and to solve the problem together.

In line with Positive Classroom Management Strategies, we respond when a student is struggling to meet an expectation the same way we respond to a learning error: by re-teaching the expected behaviour.

- Minor concerns (e.g. calling out, being off task, difficulty following instructions, mild disruption) are responded to by the adult present, when and where they occur: first with indirect strategies, then, if needed, with RESET.
- More serious concerns, including unsafe behaviour, are responded to beyond the classroom by a member of the leadership team and/or the Wellbeing team. This is followed by a collaborative conversation with the student to understand and solve the problem behind the behaviour.

Responding to minor behaviour: indirect strategies first

In line with Positive Classroom Management Strategies, staff first use indirect strategies. These are quick and unobtrusive, so learning continues without interruption and the student can correct their behaviour without an audience.

Strategy	What staff do	Example
Proximity	Move near the student while continuing to teach the rest of the class.	The teacher walks over and stands beside a student who is off task, without stopping the lesson.
Gesture (non-verbal signal)	Use a signal that does not interrupt the lesson, such as eye contact, a nod, a thumbs-up or pointing to the HEART poster or voice thermometer.	The teacher looks toward a student until she refocuses, then gives a silent thumbs-up.
Positive narration	Acknowledge a nearby student who is showing the expected behaviour, then praise the student once they follow.	"Good job, Tania, you're showing STAR." When Paulo returns to task, he is thanked quietly.

If indirect strategies do not work, staff move to the direct strategies of the RESET model. Proximity, gesture and positive narration continue to be used throughout every RESET stage.

The RESET model

RESET is our whole-school model for teaching and re-teaching expected behaviour. It is linked to our HEART values and STAR and is displayed in every classroom.

Stage	What staff do	Example
Remind	Prompt and pre-teach the expected behaviour. Direct students to our HEART values.	"Remember to come to line when the music plays."

Encourage	Give a brief, clear restatement of the expected behaviour using a Golden Statement, with positive narration.	"I will begin when everyone is sitting down showing STAR."
Show	Explicitly describe and re-teach the expected behaviour, give the student a chance to demonstrate it, and praise them when they do.	"Here's what STAR looks like – show me."
Empower	Offer a choice: demonstrate the expected behaviour, move to another seat in the classroom, or complete the task in a buddy classroom.	"You can show me STAR here, or work at the quiet table – your choice."
Transform	At the earliest chance, have a private restorative conversation: discuss the problem, re-teach the expected behaviour and plan for next time. A think sheet is optional.	"Let's chat about what happened and plan for next time."

Education Support staff use the same stages in 1:1 and small group settings and keep the classroom teacher informed.

Behaviour in the playground

Yard duty staff use the same HEART language and RESET stages as in the classroom, so expectations are consistent across the school.

- Minor disagreements and conflict are resolved through restorative conversations, helping students build the problem-solving skills to resolve conflict themselves next time.
- Yard duty staff let the classroom teacher know about any incident and the response, and record it as a Chronicle on Compass.
- Where a student has repeated difficulty in the playground, a plan is made with the student and their family. This may include structured lunchtime clubs, shorter breaks or a set play area for a period, with a clear pathway back to full playtime.

Responding to unsafe behaviour

When a student's behaviour poses a risk to their own safety or the safety of others, staff:

1. ensure their own safety and the safety of other students, staying calm and using very few words and follow the Major behaviour response chart;
2. call for support by either:

- Push Duress on the classroom telephone (threatening behaviour)
- Call the office #9 (non-threatening behaviour) to request Wellbeing support

3. Use evacuation procedures if needed and follow the student's Behaviour Support Plan or safety plan where they have one. Adult to follow the escalation cycle responses

Once the student is calm:

1. the student takes part in a restorative conversation to understand what happened, identify the trigger and plan for next time
2. parents and carers are contacted and, where needed, invited to a meeting with the classroom teacher and leadership
3. the incident is recorded, and the student's Behaviour Support Plan is reviewed

Staged response

When a student is having difficulty meeting the behaviour expectations of our school community, Dandenong West Primary School will provide 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 and invited to work with us to understand and solve the problem together. They will also be told about any further action taken by teachers and other school staff.

Our school considers, explores and implements positive, proactive and non-punitive approaches first, including identifying lagging skills and working with the student to solve the problems that make expectations hard to meet, before considering disciplinary measures such as withdrawal of privileges or withdrawal from class. *[Confirm: "detention" removed; add it back if DWPS uses it]*

Disciplinary measures may be used as part of a staged response, in combination with other engagement and support strategies, to ensure that the lagging skills and unsolved problems that contributed to the behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently, in line with procedural fairness. Students will always be provided with an opportunity to be heard, and their concerns will be listened to.

- Disciplinary measures that may be applied include:
- a calm reminder of the expected behaviour
- teacher-directed responses, such as moving a student within the classroom, or other reasonable and proportionate responses
- withdrawal of privileges
- restorative conversations
- collaborative problem-solving and behaviour support meetings
- suspension

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 Dandenong West 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

Dandenong West 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 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

Dandenong West 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, including the Attitudes to School Survey
- universal wellbeing screening data (e.g. SAEBRS)
- incidents data
- school reports
- parent survey
- case management
- NCCD and EAL data
- CASES21, including attendance and absence data
- SOCS

Dandenong West 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
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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
- 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
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	12.08.2026

Dandenong West
PRIMARY SCHOOL

Consultation	Presented to School Council 12.08.2026
Approved by	Principal – Joshua Bourke
Next scheduled review date	12.08.2027