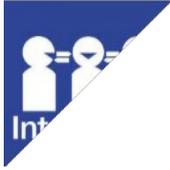


## STUDENT WELLBEING AND ENGAGEMENT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

**Phone:** 03 9395 3533

**Email:** [carranballac.p9@education.vic.gov.au](mailto:carranballac.p9@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.

Carranballac P-9 College 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 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. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

# STUDENT WELLBEING AND ENGAGEMENT POLICY

## POLICY IMPLEMENTATION

Carranballac P-9 College is committed to ensuring that information and procedures to enable and to respond to concerns raised by students are age-appropriate, simple, and accessible for all students including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, students with disability, LGBTIQ+ students and other vulnerable students. We openly display contact details for independent child advocacy and child helpline services throughout the school. The school delivers age-appropriate education to all students about:

- healthy and respectful relationships (including sexuality)
- resilience and coping with adversity
- child abuse awareness and their right to be safe
- their right to make decisions about their body and their privacy
- how they can raise concerns about safety, abuse or other harm
- any concerns raised will be taken seriously and responded to appropriately

Information about these and other child safety and wellbeing topics, is made available to all students through various age-appropriate engagement and wellbeing initiatives as well as communications such as newsletters and the school's website and communication portal. Child safety and wellbeing topics are also incorporated into the school's curriculum.

In our school a range of student diversity exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

### 1. School profile

Carranballac P-9 College is a unique dual-campus Foundation- Year 9 College, encompassing Boardwalk and Jamieson Way Campuses. Both campuses cater for the needs of students across two stages of schooling, Primary Years (Foundation- Year 6) and Secondary Years (Years 7-9). In 2026 there are 800 students including 27 international students enrolled across the College, 5 principals, 80 teaching staff and 53 education support staff. Our students come from a diverse range of backgrounds with 3% being Aboriginal & Torres Strait Islander, 36 % EAL, 28% disadvantaged and 12% with a disability. The College provides student well-being support, which consists of a coordinator, Speech Pathologist, Mental Health Practitioners for primary and secondary students, and a Defence School Mentor. The College vision, '*We connect, we learn, we thrive*' provides the foundation for our daily work.

A culture of adult learning has been fostered successfully at the college where teachers are learners working together in professional learning communities to analyse and discuss student data and ensure learning programs are targeted to individual student needs. The college has recently refined its instructional model which emphasises elements of best teaching practice including the Department of Education's Teaching and learning Model.

Carranballac College F-9 builds strong partnerships with the local community. The college's two

## STUDENT WELLBEING AND ENGAGEMENT POLICY

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campuses provide a range of facilities enabling ready access for community activities and various sporting clubs. The college comprises a range of flexible teaching and learning areas, including well-resourced libraries, music rooms (including a recording studio and rehearsal rooms), science labs and a Performing Arts Centre which is used for staff, students and community events. There are also extensive Food Technology kitchens, Wood Technology facilities, Art rooms (including graphic, textile and visual arts), Japanese Learning Spaces and well-being rooms. Students have access to many outdoor facilities including ovals, basketball courts, shade covered playgrounds and assembly/play areas enhanced with artificial turf.

The College has a primary and secondary structure with separate timetables. A school review in 2025 provided a School Strategic Plan which sets the direction for the next four years with goals focusing on maximising the achievement and learning growth of every student, wellbeing and engagement. The College values of Respect, Resilience, Responsibility, Integrity and Inclusiveness underpin our school-wide positive behaviour program and are forefront in our vision, future planning and practices.

## STUDENT WELLBEING AND ENGAGEMENT POLICY

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### 2. School values, philosophy and vision

The college mission, vision and values were developed through a consultative process with students, staff and community. They form and underpin our behaviour and wellbeing frameworks.

#### College Mission

Our college fosters excellence in lifelong learners who are resilient, connected and respectful.

#### College Vision

*We connect, we learn, we thrive.*

#### College Values

- Respect
- Inclusiveness
- Resilience
- Integrity
- Responsibility

### 3. Engagement strategies

Carranballac P-9 College recognises that the most effective teaching and learning occurs in an environment where teachers and students maintain strong, positive and respectful relationships.

Carranballac P-9 College 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.

#### Encouraging Expected Behaviours

Teaching expected positive behaviours is necessary, but not sufficient for success in learning. Schools must also provide incentives to encourage students to use pro-social skills. The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school. Carranballac P-9 College has developed and implemented school strategies for staff to use when students exhibit the expected positive behaviours related to the school values and expectations.

#### Positive Reinforcement

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The implementation of School Wide Positive Behaviours (SWPBS) and Social and Emotional Learning (SEL) programs across the school supports the provision of a safe and supportive learning environment. Carranballac P-9 College adopts a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The college approach creates a positive school climate and a culture of student competence so that all students understand clearly what is expected of them, together with an open, responsive management system for school leaders, teachers, students and parents. This includes establishing practices and systems, such as effective collection and analysis of data, needed to support all students, including those most vulnerable, to achieve both academic and social success.

Our key focus is on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning

Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions and parent learning programs and through the implementation of SWPBS and SEL programs that manage incidents via increasingly clear and well-understood processes. This in turn promotes better community engagement. We endeavor to maintain strong relationships with all relevant support agencies.

### 3.1. Universal strategies

- Undertaking relevant professional learning at the Victorian Academy of Teaching and Leadership programs such as *Creating a High-Performance Learning Culture* program.
- Student Representative Council. Primary and Secondary SRCs are in place at each campus.
- Before and After School Care and Holiday Care provided by an external provider.
- Student Leadership Positions include School Captains, House Captains and an SRC (Student Representative Council)
- Health and sexuality programs
- Camps and outdoor education programs for students from Years 3 - 6

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- Victorian Teaching and Learning Model
- Secondary electives program
- Respectful Relationships

### 3.2. Targeted strategies

- Defence Schools Mentor
- Speech Pathology assessments
- Transition Programs. Entry programs to Carranballac P-9 College at Foundation and Year 7. Exiting programs from Carranballac P-9 College at Year 9 level, and also in place for students transitioning into Years 3, 5 and 7 internally
- College Wellbeing team
- Mental Health Practitioners & Mental Health First Aid trained staff
- Social skills groups
- Referral to Navigator Program
- Year 9 Pathways and Morrisby career counselling
- Youth focused school services

## 4. Identifying students in need of support

Carranballac P-9 College 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 to help identify students in need of support and enhance student wellbeing. Carranballac P-9 College 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

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- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, and suspension data
- engagement with families and external allied health practitioners
- self-referrals or referrals from peers
- government and community-based agencies responsible for students in out-of-home care

### 5. Rights and Responsibilities of Students, Parents/Carers and Teachers

All members of our school community have a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. 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.

Student Rights	Student Responsibilities
<ul style="list-style-type: none"> <li>• To work in a secure environment where, without intimidation, bullying (including cyberbullying within the college online environments) or harassment, they can fully develop their talents, interests and ambitions.</li> <li>• To be able to participate in the college's educational program.</li> <li>• To be allowed to develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in the college's educational program and to attend school every day.</li> <li>• To display positive behaviours that demonstrate respect for themselves and all other members of the college community.</li> <li>• To demonstrate respect for the rights of others, including the right to learn.</li> <li>• To contribute to an engaging educational experience for themselves and other students.</li> <li>• To take greater responsibility as they progress through school for their own learning and participation as members of the whole college community.</li> </ul>
<p><b>Bystander Responsibilities</b></p> <p>Students are expected to act safely and responsibly if they witness behaviour that threatens the safety or wellbeing of another person. If a student sees or hears something concerning, their first responsibility is to move away from the situation and immediately seek support from a trusted adult. Students are not expected to intervene physically or place themselves at risk. "If you see something, say something" is a shared safety expectation across the College.</p>	
Parent/Carer Rights	Parent/Carer Responsibilities

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| <ul style="list-style-type: none"><li>• To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li><li>• To expect that the college will communicate with them regarding their child's learning progress.</li></ul> | <ul style="list-style-type: none"><li>• To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li><li>• To ensure their child's attendance at school every day.</li><li>• To engage in regular and constructive communication with college staff regarding their child's learning.</li><li>• To support the college in maintaining a safe and respectful learning environment for all students.</li></ul> |
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## STUDENT WELLBEING AND ENGAGEMENT POLICY

Teacher Rights	Teacher Responsibilities
<ul style="list-style-type: none"> <li>• To expect that they will be able to teach in an orderly and cooperative environment.</li> <li>• To be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<ul style="list-style-type: none"> <li>• To fairly, reasonably and consistently, implement the student engagement policy.</li> <li>• To know how students learn and how to teach them effectively.</li> <li>• To know the content they teach.</li> <li>• To know their students.</li> <li>• To plan and assess for effective learning.</li> <li>• To create and maintain safe and challenging learning environments.</li> <li>• To use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>

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](#).

### Curriculum Development

All students have the right to access curriculum which addresses their academic, physical and social needs. The school is responsible for curriculum delivery and design. Curriculum documents are available to staff and parents/carers. Where applicable Carranballac P-9 College will provide a variety of programs and interventions that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. This might include:

- a. An Individual Learning Plan for each student at risk academically outlining in detail the students' learning goals.
- b. A Student Absence Learning Plan for when a child has an extended absence from school.
- c. A Behaviour Action Plan to develop strategies for students experiencing behavioural difficulties.

### Participation

Carranballac P-9 College respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

### Harassment and Victimisation

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Carranballac P-9

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College community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

### 5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's *Statement of Values* and *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.

When a student acts in breach of the behaviour standards of our school community, Carranballac P-9 College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

#### Immediate Safety Response

Where students observe conflict, unsafe behaviour or potential harm, they are instructed to:

- move away from the incident
- not gather around or escalate the situation
- immediately locate the nearest staff member.

These expectations are explicitly taught and reinforced through the College's SWPBS and wellbeing programs.

#### Staged response to managing inappropriate student behaviour

The College will discipline students based on principles of procedural fairness using staged responses to manage student behaviour. [School Wide Positive Behaviour Flowchart\(link\)](#)

The College identifies three categories of behaviour using a traffic light system:

**Green:** positive behaviours that will result in the awarding of positive rewards.

**Amber:** lower level misbehaviours including:

- Failing to meet classroom and/or yard expectations
- Failing to follow direct instructions

**Red:** serious misbehaviours including:

- Posing a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- Causing significant damage to or destruction of property
- Committing or attempting to commit or is knowingly involved in the theft of property

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- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- Repeatedly engaging in behaviour that hurts, vilifies, defames, degrades or humiliates another person (i.e. Bullying)

## STUDENT WELLBEING AND ENGAGEMENT POLICY

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- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with the Carranballac P-9 College *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Carranballac P-9 College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our college 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.

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 college will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

### **Post-Incident Follow-Up**

Following any significant behavioural incident, the College will implement appropriate follow-up processes to:

- check in with affected students, including bystanders
- assess any ongoing safety or wellbeing concerns
- provide restorative conversations where appropriate
- communicate with families as required
- monitor for recurrence or retaliation.

Follow-up may include wellbeing staff involvement, behaviour support meetings, safety planning, or adjustments to supervision arrangements. The aim is not only to respond to the incident itself but to ensure restoration of psychological safety within the learning environment.

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 PLC Leader/Secondary Coordinator
- restorative practices
- referral to Assistant/Campus Principal
- behaviour support and intervention meetings

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- suspension
- expulsion

### **Student Discipline procedures – suspension and expulsion**

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- [PAL Suspensions Policy](#)
- [PAL Expulsions Policy](#)
- [PAL Restraint and Seclusion Policy](#)

## STUDENT WELLBEING AND ENGAGEMENT POLICY

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The Principal of Carranballac P-9 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Carranballac P-9 College has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the school agreements. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student.

Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the school governing Board, the principal and/or deputy principal.

The school will consider the educational and emotional impacts on the student and take into account situations where a student is in out-of-home care, a Koori student, and/or a student with a disability, when taking suspension or expulsion measures. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

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 Carranballac P-9 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

**Corporal punishment is prohibited in our school and will not be used in any circumstance.**

### 7. Engaging with families

Carranballac P-9 College 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 relevant school policies and procedures, available on our school website
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities

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- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

### 8. Evaluation

Carranballac P-9 College will collect data each year to understand the frequency and types of wellbeing or engagement 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.

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Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Carranballac P-9 College 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 and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter
- Discussed at student forums
- 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

#### Related School Policies/Documents:

This policy should be read in conjunction with the following school policies:

- Bullying Prevention Policy
- Child Safe Policy
- Child Safe Code of Conduct
- Acceptable Use of Technology Policy
- Duty of Care, Yard Duty and Supervision Policy
- Inclusion and Diversity Policy
- Parent Complaints Policy
- Statement of Values and School Philosophy

## STUDENT WELLBEING AND ENGAGEMENT POLICY

### Related Department of Education and Training policies

The following Department of Education and Training 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](#)

### POLICY REVIEW AND APPROVAL

This policy will be reviewed every 2 years, or earlier as required following analysis of new research or school data. Proposed amendments to this policy will be discussed with students, staff and parents at School Council.

Policy last reviewed	February 2026
Consultation & Approval	School Council March, 2025
Approved by	Principal, February 2026
Next scheduled review date	Before February 2028