



LUCKNOW PRIMARY SCHOOL

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand this policy, please contact
lucknow.ps@education.vic.gov.au

Purpose

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

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

Lucknow 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.

Contents

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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5. Student rights and responsibilities
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Policy

1. School profile

Lucknow Primary School was established in 1873 and moved from Great Alpine Rd Lucknow, to its current site at Howitt Avenue Eastwood, in 2003.

The move to the new site was in response to the growing development of Eastwood and the need for expanded school grounds and facilities. The building of the new school coincided with growth in student numbers from less than 200 to the current enrolment of 560.

The school's motto "Proud Past - Exciting Future" encapsulates how the school community welcomes and embraces future challenges in the context of its rich traditions.

Lucknow Primary School's values of respect, resilience and inclusiveness provide the benchmark for all other actions as a school community.

Lucknow Primary School is a school where the social, emotional, educational and physical needs of all students are of utmost importance. It is a school that encourages respect for diversity in ability as well as cultural, racial, ethnic and social backgrounds and is based on the notion that we will continually work towards providing for the needs of all students in our community. The welfare of students, staff and parents is the underlying consideration in everything that is done.

Lucknow Primary School believes that all school community members have a valued part to play in formalising the expectations and values of the school. Our school believes that people are the most important resource and that all have something to offer.

The school is committed to effective communication with all members of the school community and taking a pro-active role to ensure that people have their say. Consultative processes have been adopted, including a Staff Consultative Committee and regular invitations for parent feedback and input, which enable all concerned to be involved. Whole School planning is practised and can include people from outside the immediate school community.

2. School values, philosophy and vision

As a whole school, we endeavour at all times to uphold our School Values of Respect, Resilience and Inclusiveness. Our values underpin the work we do. There is a high expectation for all staff, students and community members to be exemplary role models of the school's values.

Lucknow Primary School values are respect, resilience and inclusiveness.

| Value | Actions |
|-------------------|--|
| Respect | <ul style="list-style-type: none">• We show care towards others, ourselves and our environment.• We are honest in our words and actions.• We are thoughtful and considerate in our communication. |
| Resilience | <ul style="list-style-type: none">• We demonstrate a high commitment to our learning.• We challenge ourselves to work through the 'Learning Pit'. We can recover from challenges.• We maintain a positive mindset. |

| | |
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| Inclusiveness | <ul style="list-style-type: none"> • We build respectful relationships with all students, staff and community. • We encourage and celebrate others achievements. • We respect others people's belief, culture and differences. • Everyone is given opportunities to develop, learn and play. |
|----------------------|--|

Our purpose is to inspire children to achieve their full potential by developing:

- a culture of learning based on positive relationships between students, staff, parents and the wider community
- a core of knowledge of academic and social competencies based on our key values of respect, resilience and inclusiveness
- responsibility for being self-motivated lifelong learners
- a challenging curriculum appropriate to the needs of all students
- a positive, caring, stimulating and happy learning environment, which fosters high standards of achievement and behaviour
- high expectations for all students to achieve their personal best socially, academically, physically and emotionally.

Lucknow Primary School's vision is to provide a 'welcoming community which values learning through shared responsibility' and to 'develop a caring environment in which we nurture confident, creative and resilient individuals who aspire to be the best they can.'

3. Wellbeing and engagement strategies

Lucknow Primary School believes in a whole school approach to student welfare and engagement and we are committed to the ongoing development of our learning culture. We strive to continually improve student engagement and wellbeing with an emphasis on developing self esteem, empowerment, confidence and student safety.

Lucknow Primary School community is committed to the development of positive relationships throughout our community which includes students, staff, parents and the wider community. We believe our three values of respect, resilience and inclusiveness, coupled with our Positive Behaviours Belief Statement provide clear expectations for staff, students and other community members. We actively teach resilience, organisation, persistence, confidence and getting along to ensure happiness and success for all. We ensure that everyone feels safe and is safe within our school.

Lucknow Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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:

The following are examples of the interventions implemented at Lucknow Primary School as part of Primary Intervention Strategies:

| Universal Strategies | |
|--|--|
| Foci: <ul style="list-style-type: none"> • School Wide Positive Behaviour Support • Building belonging and promoting wellbeing • Strengthening coping skills and reducing risk • Encouraging supportive relationships, inclusive teaching and learning practice and implementing curriculum to engage all students. • Identifying ways to assess risk and identify needs, develop programs to improve skills and provide school based support and counsel | |
| <ul style="list-style-type: none"> • Relationships focus each year • Community Circles • Use of the School Wide Positive Behaviours program • Designated Student Wellbeing Professional Learning Team • Class meetings • Celebration of special awareness days: for example Do It for Dolly, Harmony Day • Camp Program for years 3-6 • Junior, Middle and Senior School excursions • School Performances • Extra PE activities; cross-country, Fun Run, Swimming • Student issues discussed at staff meeting • Regular updates in school newsletter relating to welfare areas and for support groups • Junior School Council year levels 1-6 • Student Leadership positions • Rotary Community Awards • Scholarships • Regular informal & formal reporting to parents • Transition Programs for all students from existing to new class • Evacuation Drills/Crisis Management Policy • Absenteeism followed up on a regular basis • Attendance records monitored and followed up | <ul style="list-style-type: none"> • First Aid and CPR training for staff • Asthma Friendly School • Sun Smart School • School Counsellor for students, teachers & parents • Support Services Provision • Teaching safe use of medication e.g. epipen, insulin • Surveys to inform future practice e.g. Bullying/Student Opinion/Parent Opinion • Peer Support Program • Parent Professional Development opportunities • Buddy Program • "Team" approach to conflict resolution • Personal Development on sexuality and healthy living • Units of work P-6 reflecting healthy and safe living over a 2 year cycle • Guest speakers on real life experiences developing persistence and resilience • Continually update health & wellbeing resources in school • Share best practise within school teams and through the East Gippsland Network • Teacher Professional Development on drug education, special health requirements of students and disabilities • Regular and consistent communication between students, teachers and carers • Open door policy at Lucknow PS • Encourage parent involvement in child's education • Network information for parents and students with additional learning needs |

The following are examples of intervention implemented at Lucknow Primary School as part of the Secondary Tier of Intervention Strategies:

| Targeted Group Strategies | |
|---|--|
| Foci <ul style="list-style-type: none"> • Developing systems for students demonstrating at risk behaviour • School Wide Positive Behaviour Support | |
| <ul style="list-style-type: none"> • Structured lunchtime activities: for example, Chill Out room, Knitting Club, Drawing club • Special Friends Program • Small group structures to individual learning needs • Staff professional development on student, teacher and wider community issues • Welfare Coordination by the Assistant Principal • Access to support services for students, staff and parents • Behaviour data monitored throughout school to identify students who require more specialised behavioural support | <ul style="list-style-type: none"> • Collaboration with community agencies: for example, Uniting Care Gippsland, Smith Family, State Schools Relief, Gippsland Child and Youth Mental Health Service (GCMHS), Department of Human Services, Lakes Community Health, Koori Liaison Officer • Counsellor available for students, parents, and school staff • Induction Program for new staff • Experts accessed by staff and parents to assist teacher understanding and knowledge |

The following are examples of the interventions implemented at Lucknow Primary School as part of the Tertiary Tier of Intervention Strategies.

| Individual Strategies | |
|---|--|
| Foci <ul style="list-style-type: none"> • Individualised strategies for students demonstrating at risk behaviour • School Wide Positive Behaviour Support • Decisions based on data and documented | |
| <ul style="list-style-type: none"> • Student Support Group (SSG) meetings held regularly • Individual Learning Plans for students with additional learning needs • Transitions Statements for student with additional learning needs | <ul style="list-style-type: none"> • Individual curriculum programs for targeted educational outcomes, for example, a cooking program • Dual enrolments for students between Lucknow PS and East Gippsland Specialist School • Access to support services for staff, students and parents • Mandatory reporting when incidents arise in accordance with mandatory reporting laws |

4. Identifying students in need of support

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

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.

Rights and Responsibilities of Students:

Actively teaching students at Lucknow Primary School requires whole school engagement, attendance and behavioural expectations. This creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

| Rights | Responsibilities |
|--|--|
| <p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's education program • be provided with a curriculum and a report based at their level. This will be in the form of the Victorian Curriculum (VicCurriculum) or Abilities Based Learning and Education Support curriculum (ABLES), based on assessment completed by the school and professional recommendations. | <p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program, with support where applicable, and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, and to contribute to an engaging educational experience for themselves and other students. • take responsibility for their own learning. As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners and increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. |

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.

Rights and Responsibilities of Parents/Carers:

| Rights | Responsibilities |
|---|--|
| Parents/Carers have a right to: <ul style="list-style-type: none"> expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. | Parents/Carers have a responsibility to: <ul style="list-style-type: none"> promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. ensure their child's regular attendance engage in regular and constructive communication with school staff regarding their child's learning. Support the school in maintaining a safe and respectful learning environment for all students. |

Rights and Responsibilities of Teachers:

| Rights | Responsibilities |
|--|--|
| Teachers have a right to: <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. | Teachers have a responsibility to: <ul style="list-style-type: none"> fairly, reasonably and consistently implement the Engagement Policy know how students learn and how to teach them effectively know the content they teach know their students plan and assess for effective learning create and maintain safe and challenging work environments use a range of teaching strategies and resources to engage students in effective learning review recommendations by professional for students in their class. |

Effective schools share high expectations for the whole school community. Lucknow Primary School has a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are a part of the school, and can engage effectively in their learning and experience success.

Shared expectations include:

- inclusive teaching practices
- accessible education provision for all students
- parent/carers partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services

- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Responsibilities for Online Behaviour:

Being involved in online spaces, either at home or at school, requires students to behave responsibly.

This includes being mindful of:

- the language in use and the things that are said
- how others are treated
- respecting other people's property, for example, copyright laws
- visiting appropriate sites.

Behaving safely online means staff and students must:

- protect their own privacy and personal information, as was the practice in person known as 'stranger danger'
- select appropriate sites on which to work and/or contribute to
- protect the privacy of others, for example, sharing personal information or images of others
- be proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer, at school, this would be a teacher or staff member.

6. Student behavioural expectations

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

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our [Bullying Prevention Policy](#).

When a student acts in breach of the behaviour standards of our school community, Lucknow 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 detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to a member of the Leadership Team
- restorative practices

- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

The Principal of Lucknow 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

Lucknow 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

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

Lucknow 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:

- Available publicly on our school's website
- Included in staff induction processes
- 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

Further Information and Resources

The following Department of Education 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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)

Policy Review and Approval

| | |
|-------------------------|------------------------------|
| Created date | April 2025 |
| Consultation | School Council |
| Endorsed by | Principal and School Council |
| Endorsed on | June 2025 |
| Next review date | April 2027 |