



WILLIAMSTOWN
PRIMARY SCHOOL

Student Wellbeing Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 9397 1248.

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.

Williamstown 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
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation



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POLICY

1. School profile

Our school has a rich 150-year history and strong community connections and traditions. Williamstown Primary School continues to emphasise its commitment to developing positive social skills through the Willy Kids are Friendly Kids program, a successful whole-school positive behaviour program. Its values are essential to the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery.

Currently, Williamstown Primary accommodates nineteen classes catering for Foundation (Prep) to Year 6 students. We maintain a relatively stable enrolment of approximately 463 students, mostly drawn from the Williamstown South neighbourhood area. The staffing profile to support the learning of all students consists of 2.0 Principal class, 28.0 EFT teachers, including 1 Leading Teacher, 2 Learning Specialists. In addition, we have 9 Educational Support Staff (Integration Aides), 3 Educational Support Officers (Admin).

The active participation of families within the school community is a reliable and highly valued feature of our school. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for every child. We have a committed and dedicated Friends of Willy parent group whose roles are broad and varied. Williamstown Primary School enjoys outstanding support from the Friends of Willy group through both community engagement and fundraising events for school programs.

Currently, 5.1% of our student population have non-English speaking backgrounds, and 1.9% have Koori backgrounds. Our school has an SFOE (Student Family Occupation Education index) of 0.1398.

2. School values, philosophy and vision

Williamstown Primary School is a welcoming community of learners where staff, students and families assume shared responsibility for the provision of the highest quality learning opportunities for our students. Our collective purpose is to provide all students with an education to succeed in a complex, changing world. It is our vision that students will develop to be responsible, happy, respectful, resilient and socially adept. We expect them to exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.



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Our Statement of Values and School Philosophy is available online at:

<https://www.williamstownps.vic.edu.au/page/6/Policies>

3. Wellbeing and engagement strategies

Students, parents and teachers recognise and value Williamstown Primary School as a friendly and safe place to be and as a place where they can participate to achieve success and be treated as worthwhile individuals.

Our school aims to:

- Be sensitive to the individual needs of children and accepting of their family structures, their gender identity, and their cultural and socio-economic backgrounds.
- Develop caring and concerned behaviour towards others.
- Allow students to build positive self-concepts.
- Involve students in decision making.
- Ensure that procedural fairness applies to all practices and processes.

Williamstown 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:

Universal

a. The Willy Kids are Friendly Kids Program

The Willy Kids are Friendly Kids Program underpins every aspect of school life at Williamstown Primary School. Since its inception, its impact on the student behaviour and achievement has been remarkable with annual reports, triennial reviews, Attitude to School Surveys and Parent Surveys, anecdotal evidence and other research all indicating positive student outcomes because of the program. All staff are involved in the program, teaching the skills on a weekly basis and reviewing the program's effectiveness each year. Parents are informed of the program through the newsletter and via the weekly Willy Kids Awards. The program remains one of our strongest assets and is supported and celebrated by our entire community.



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The four themes that run through the program are learning, respect, responsibility and resilience.

	All students, staff, parents and visitors
Learning	<ul style="list-style-type: none"> • Everyone will work towards providing a safe and respectful learning environment. • Students should aim to develop understandings in a broad range of areas including physical, emotional, intellectual, aesthetic, social and moral. • Students differ in their readiness and ability to learn and will be taught at a level appropriate to their developmental needs and interests. • Students will be encouraged to reflect on their performance and behaviour, to recognise their strengths, and areas for improvement.
Respect	<ul style="list-style-type: none"> • As members of the Williamstown PS community we agree that our interactions will be conducted in a friendly, open and good-humored manner. • We respect the experience and knowledge of others, particularly those with special skills and expertise. • We respect others and their cultures, accept diversity and adopt behaviours that include others. • Everyone has a right to be treated with care and compassion, free from harassment and discrimination. • We aim to work co-operatively and to resolve conflict peacefully. • All students have the right to a safe and friendly learning environment. • Students will be encouraged to achieve their personal best in all areas and respect the achievements of others. • Each student should strive to develop co-operative interpersonal skills and a sense of social responsibility.
Responsibility	<ul style="list-style-type: none"> • Each student is responsible for their own conduct and will be encouraged to develop appropriate social behaviours and a positive attitude to their learning.
Resilience	<ul style="list-style-type: none"> • We acknowledge that difficulties and disappointments are a normal part of life and by managing these wisely we can build greater resilience and achieve better outcomes for all.



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WILLY KIDS are friendly kids...

 RESPECTFUL	 RESPONSIBLE	 RESILIENT	 LEARNERS
LEARNING SPACES			
<ul style="list-style-type: none"> Care about and include people Speak politely to others Listen to others 	<ul style="list-style-type: none"> Leave spaces tidy Look after my own and others belongings Take care of school property 	<ul style="list-style-type: none"> Have a positive mindset Learn from mistakes Share school resources 	<ul style="list-style-type: none"> Use whole body listening Be ready for learning Value other people's voice
TRANSITIONS			
<ul style="list-style-type: none"> Give way to others Move around the classroom and school quietly Pack up belongings 	<ul style="list-style-type: none"> Set a good example for others Walk under the walkway 	<ul style="list-style-type: none"> Fuss-free lining up Wait my turn Wait patiently Prepare for the change ahead 	<ul style="list-style-type: none"> Return to class calmly and on time Enter the classroom calmly
PLAYGROUND			
<ul style="list-style-type: none"> Share the space happily Include others Use kind words and actions 	<ul style="list-style-type: none"> Listen out for the music, announcements and bell Support others and inform yard duty teachers when someone needs help Wear hats during T1 and T4 	<ul style="list-style-type: none"> Be willing to play other people's games 	<ul style="list-style-type: none"> Have a go at new games Follow the rules Play safely and fairly
BATHROOMS			
<ul style="list-style-type: none"> Respect the privacy of others Keep the toilets clean Use quiet voices 	<ul style="list-style-type: none"> Flush the toilet after use Wash my hands Turn off the tap after use Leave the spaces tidy 	<ul style="list-style-type: none"> Wait my turn Try to use the bathroom during break times 	<ul style="list-style-type: none"> Go to the toilet during break times Use the drink taps at break time Return to the classroom quickly and quietly
DIGITAL SPACES			
<ul style="list-style-type: none"> Follow WPS ICT Code of Conduct Protect privacy of self and others 	<ul style="list-style-type: none"> Only communicate with people I know and trust Handle, use and store equipment safely Responsible cyber citizens 	<ul style="list-style-type: none"> Persist and problem solve when using digital technologies Seek adult assistance when I am unsure 	<ul style="list-style-type: none"> Use technology as directed by my teacher Support each other and share our knowledge Prepare my device for learning
COMMUNITY			
<ul style="list-style-type: none"> Use good manners with everyone (all staff, families and visitors) 	<ul style="list-style-type: none"> Represent Willy Primary with pride Use road crossings and footpaths safely Give way to others Walk my bike/scooter through school grounds 	<ul style="list-style-type: none"> Celebrate the victories and efforts of others Always have a 'red-hot-go' Be adaptable and prepared 	<ul style="list-style-type: none"> Respect the diversity of our community Support and encourage others Participate and try our best at all times

"Once a Willy Kid, always a Willy Kid!"

b) Promoting Positive Behaviour

The whole school approach to student behaviour through the Willy Kids are Friendly Kids Program strongly emphasises relationships and positive reinforcement to encourage and support appropriate behaviours. There is a whole school approach to ensure that students are engaged learners. Staff undertake professional learning in restorative conversations and practices. The principles of restorative practices are employed so that:

- Students are encouraged and supported to become responsible for their own actions.
- Students and teachers know and accept their responsibility for meeting the Williamstown Primary School behaviour expectations.
- Consequences of breaching these expectations are clear to all.



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Williamstown Primary – Behaviour Response Continuum

Purpose: To guide staff in managing behaviour consistently while reinforcing *Willy Kids* values: **Respectful, Responsible, Resilient, Learners**

Level 1: Universal (Low-level / Expected Behaviour)

Description: Students behave appropriately or may need occasional redirection.

Examples	Teacher Response
On-task, showing values	Acknowledge with praise, awards, house points
Minor distractions (e.g. talking, fidgeting, daydreaming)	Non-verbal cue (eye contact, proximity), redirection
Not following instructions immediately	Gentle reminder, repeat instruction with calm tone
Low-level playground issues (e.g. cutting in line, minor disagreements)	Verbal reminder, support to resolve peer conflict using <i>Willy Kids</i> language

Goal: Reinforce positive behaviour, maintain engagement, prevent escalation.

Level 2: Targeted (Minor Ongoing / Inappropriate Behaviour)

Description: Low-level behaviours continue despite reminders; disrupts learning or social environment.

Examples	Teacher Response
Repeated talking out of turn	Clear verbal warning referencing expectations
Ignoring instructions	1:1 chat after class, encourage student reflection
Excluding others / minor disrespect	Prompt student to reflect using a <i>restorative script</i>
Misuse of materials or space	Logical consequence (e.g. clean up mess), restitution
Minor dishonesty or avoidance of work	Reflection sheet: parent notified if pattern develops



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Response Tools:

- "Reflection Time" or cool-off space
- Potential *Compass Chronicle
- Natural/logical consequences
- Revisit of class expectations

Goal: Increase student accountability, support behaviour correction early.

Level 3: Moderate / Persistent Behaviour

Description: Behaviour impacts safety, learning or wellbeing of others. Patterns emerging despite interventions.

Examples	Teacher Response
Repeated disruption of class	Referral to buddy classroom; parent contact
Ongoing non-compliance or defiance	Behaviour tracking form; plan meeting with family
Verbal aggression (e.g. yelling, swearing without target)	Remove from group/class, playground briefly; restorative follow-up
Physical Altercation- Med-low Grade Pushing, kicking, punching	Referral to school leadership.
Teasing or exclusion that causes distress	Restorative conversation; teacher logs incident; leadership informed

Response Tools:

- Parent/carer communication
- *Compass Chronicle
- Leadership team involvement
- Small group intervention (e.g. social skills)

Goal: Address patterns early and involve support structures.



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Level 4: Major / High-Risk Behaviour

Description: Serious breaches of safety, respect or school values. Immediate action required.

Examples	Leadership & Staff Response
Physical aggression (hitting, kicking, fighting)	Immediate leadership referral, safety plan enacted
Targeted bullying (verbal, online, social)	Investigation, parent contact, restorative conference
Serious property damage	Restitution, parent meeting, possible suspension
Threats, ongoing defiance, or verbal abuse	IBP created, leadership support, safety review

Response Tools/Escalation Plan:

- Behaviour Support Plan (BSP)
- Safety or risk management plan
- *Compass Chronicle
- Internal or external suspension (last resort)
- Student Support Services involvement

Goal: Ensure safety, repair harm, rebuild trust, and support long-term behavioural change.

Restorative Practice Integration

At every level (especially Levels 2–3), staff are encouraged to use **restorative questions** to promote empathy and reflection:

- What happened?
- What were you thinking at the time?
- Who has been affected? How?
- What do you need to do to make things right?
- What will you do differently next time?



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Summary Table: Behaviour Continuum

Level	Behaviour	Response
Level 1 – Universal	Minor off-task, respectful reminders needed	Praise, non-verbal cues, reteaching expectations
Level 2 – Targeted - Green	Ongoing disruption, minor defiance, social issues	Reflection tasks, logical consequences, parent contact
Level 3 – Moderate- Amber	Repeated defiance, verbal aggression, exclusion, physicality with others	Leadership notified, buddy class, restorative conversation
Level 4 – Major - Red	Violence, abuse, bullying, vandalism	Immediate removal, family meeting, suspension,

*Compass Chronicle – After an incident has occurred, staff will complete a Compass Chronicle to document and monitor student behaviour incidents within the Compass Student Management System. All staff receive training to ensure consistent and accurate recording of Chronicle entries.

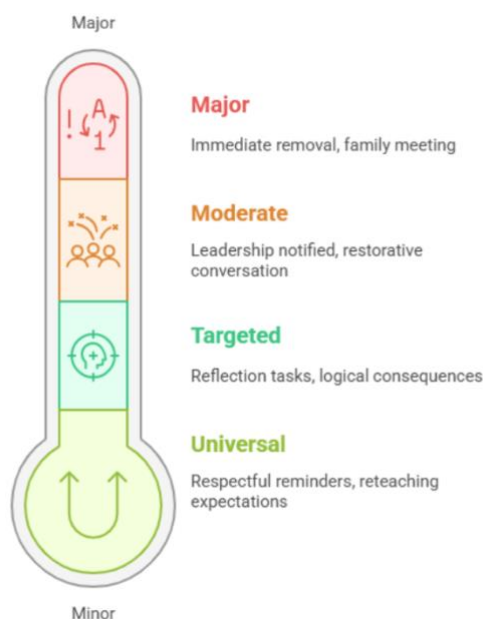
c) Staged (Restorative) Response for Inappropriate Behaviour

*If a student's behaviour is such that they are putting the health, safety and well-being of themselves, staff or other students at risk, the Principal may suspend the student immediately.

At Williamstown Primary School, we utilise the Behaviour Management Flow-Chart graphic with students (see Appendix 1). These are displayed in the classrooms and students are made aware of the steps.



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At Williamstown Primary School we value:

- Maintaining high and consistent expectations of all staff, students and parents/carers.
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Creating a culture that is inclusive, engaging and supportive.
- Welcoming all parents/carers and being responsive to them as partners in learning.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, student survey data, parent survey data, student management data and school level assessment data.
- Consistent instructional frameworks to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- Utilising a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- Carefully planned transition programs to support students moving into different stages of their schooling.
- Acknowledgement of positive behaviour and student achievement in the classroom, and formally in school assemblies and through communication to parents.
- Monitoring student attendance and implementation of attendance improvement strategies at a whole-school, cohort and individual level.
- Students having the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year level assemblies. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.



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- Creating opportunities for cross-age connections amongst students through whole-school activities and celebrations such as sporting days, Science and Book Week activities and Buddies.
- School wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Willy Kids are Friendly Kids Program
 - eSmart
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy program (Preps and Grade 1 with Grade 5/6 Students)

Targeted strategies:

- Each year group has an Instructional Leader, a senior teacher responsible for their year, who monitors and reports on the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- Provide opportunities to connect Koorie students with a Koorie Engagement Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- All staff 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.

Individual strategies:

Williamstown Primary School implements a range of strategies that support and promote individual engagement. These include:

- Building constructive relationships with all students, including those 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 Education Plan and/or a Behaviour Support Plan.
- Considering if any environmental changes need to be made, such as the classroom set up.
- Referring the student to:
 - School-based wellbeing supports including access to the Bluestone Lounge sensory space
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst



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- Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Links and more information below.

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Williamstown School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Williamstown 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



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- 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 all students, staff, parents and carers to treat each other with respect and dignity. *Our school's [Statement of Values & School Philosophy](#) highlights the rights and responsibilities of members of our community.*

Students have the right to:

- A safe and friendly learning environment.
- Be responsible for their own conduct and will be encouraged to develop appropriate social behaviours and a positive attitude to their learning.
- Achieve their personal best in all areas and respect the achievements of others.
- Develop understandings in a broad range of areas including physical, emotional, intellectual, aesthetic, social and moral.
- Acknowledge their unique qualities and to develop self-respect and dignity.
- Differ in their readiness and ability to learn and will be taught at a level appropriate to their developmental needs and interests.
- Develop co-operative interpersonal skills and a sense of social responsibility.
- Develop a sense of personal identity, including their gender and freedom of expression.
- Reflect on their performance and behaviour, to recognise their strengths, and areas for improvement and to work towards improving these.

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

Behavioural expectations of students, staff and families are grounded in our school's [Statement of Values & School Philosophy](#) document. Student bullying behaviour will be responded to consistently with Williamstown Primary School's [Bullying Prevention](#) policy.

When a student acts in breach of the behaviour standards of our school community, Williamstown Primary School will institute a staged response, consistent with the



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Department's Student Engagement and Inclusion Guidelines. 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 (recess or lunch times), withdrawal of privileges or withdrawal from class.

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

- Disciplinary measures that may be applied include:
- Warning a student that their behaviour is inappropriate
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the Instructional Leader or sub-school leader
- Restorative practices
- 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.

The Principal of Williamstown 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

Williamstown 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.



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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

Williamstown Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

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

- student survey data (AToSS, in-house school surveys, feedback forums)
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS
-

Williamstown 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
- Made available in hard copy from school administration upon request
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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](#)



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FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	Aug 2025
Consultation	Education Sub-committee Oct 2025
Approved by	Principal
Next scheduled review date	Aug 2027