



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office by phoning 03 9786 5197 or emailing Seaford.park.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.

Seaford Park 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

SCHOOL PROFILE

Seaford Park Primary School is nestled between a residential and green wedge between the Peninsula Link to the west and Frankston-Dandenong Road to the east. Traditionally, our students have come from the local area and from surrounding suburbs, but this has begun to change in recent years as our capacity to accommodate students who do not live within our zone is limited. The 2026 enrolment is 153 and the Student Family Occupation and Education Index 0.3928 (Medium). Our school is located in the Northern Peninsula Network, Bayside Peninsula Area in the South-Eastern Victoria region.

The school underwent a major building project during 2017, which was opened in 2018. Further landscaping to enhance the appealing and spacious grounds included extensive pathways, planting of trees and bushes and a new basketball court that complemented the indoor-outdoor learning spaces. All learning areas flow from a spacious central community space and have been purpose built to support teachers to work in a collaborative fashion in order to best meet the needs of our students. We have an Indigenous Garden, a nature-play area, and sufficient undercover areas to ensure the students can relax when they are outside, protected from the elements.

There are 4 Specialist subjects - Physical Education (100 minutes per week), Visual Arts (50 minutes per week), Performing Arts (50 minutes per week), and Auslan (50 minutes per week). The staff of Seaford Park Primary School are committed to improving student outcomes through increasing curriculum engagement. We are building our practices around School Wide Positive Behaviour Supports (SWPBS) and the focus of our learning specialist is on coaching and mentoring in order to build consistency.

Professional development is a priority at Seaford Park Primary School. Our meeting schedule includes a School Improvement Team meeting, PLC meetings (Junior, Middle, Senior, Specialist, Student Support), an inclusion team meeting and an admin meeting every week. Each staff member is also on a school council subcommittee (Finance, Buildings and Grounds, Wellbeing and Engagement, Curriculum) and meet to prioritise and set schoolwide goals at least twice per term. Staff also attend professional development training offered by external organisations.

Seaford Park Primary School has identified the need to focus on social competencies to develop the whole individual. We implement the Zones of Regulation that explicitly teach children the tools that they need to assist them to identify and regulate their emotions to be ready to learn. We have a strong wellbeing support team including a mental health social worker.

We have close links with local kindergartens and provide a preschool to Foundation transition program to welcome and prepare students for their primary school life. The school develops partnerships with a range of organisations and businesses, such as The Payton Foundation and Ray White Frankston. We value our local community that provides us with support in a range of key areas. We have established a partnership with Monash University and host a group of trainee Occupational Therapy students who provide support for students under the supervision of a university staff member. This occurs multiple times throughout the school year.

Seaford Park Primary School believes that each student has the ability to learn, and this is fostered in a positive, caring and engaging environment. Seaford Park Primary School has high expectations of our students, and we strive for continual improvement.

SCHOOL VALUES, PHILOSOPHY AND VISION



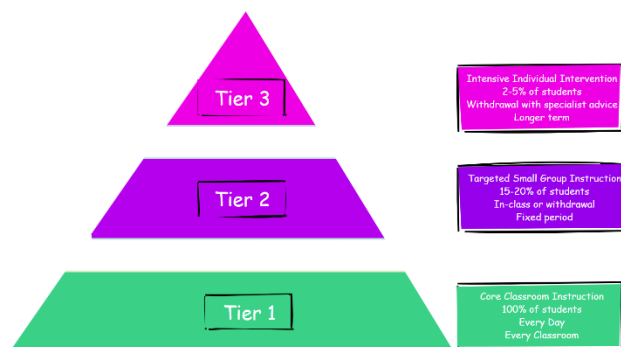
At Seaford Park Primary School, our vision is to cultivate a nurturing and vibrant community where every child feels valued, safe and inspired to achieve their personal best. By putting the learner at the centre, we are committed to creating an inclusive environment that celebrates diversity and fosters respect, ensuring that every student has the opportunity to thrive academically, socially and emotionally. Through encouraging curiosity, empathy and resilience, our focus on the social nature of learning prepares students for meaningful and compassionate participation in a diverse world beyond the school gates.

We continually aim to encourage high self- and collective-efficacy amongst our staff and students and through embedding a culture of school-wide positive behaviours, students understand their rights and responsibilities in contributing to the school community. A Response-to-Intervention approach underpins both teaching and wellbeing as our dedicated team of teachers and education support staff work

collaboratively with families to create an environment that is inclusive of all learners, catering to individual student learning needs through personalised adjustments. Whilst Tier 1 practices are continually improved through ongoing staff professional learning and collaborative practices in Professional Learning Communities, both Tier 2 and Tier 3 supports are strategically structured to support students at the school in both small-group and individual experiences.

Our school prides itself on a strong sense of community. Working collaboratively with families and external agencies, together, we aim to empower our students to become caring, responsible and engaged citizens who are lifelong learners. Seaford Park Primary School is where every child's potential is recognised, nurtured and celebrated, creating a legacy of achievement and community spirit.

WELLBEING AND ENGAGEMENT STRATEGIES



Seaford Park Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment and 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.

A summary of the universal (Tier 1), targeted (Tier 2) and individual (Tier 3) engagement strategies used by our school are included below:

At a universal (Tier 1, whole school) level, we

- set high and consistent expectations of all staff, students and parents and carers developed through our School Wide Positive Behaviour Support Team,
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing,

- create a culture that is inclusive, engaging, and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued,
- welcome all parents/carers and being responsive to them as partners in learning,
- analyse and respond to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data,
- deliver a broad curriculum, tailored to students' interests, strengths, and aspirations,
- use a Professional Learning Community instructional framework to develop an explicit, common, and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons,
- adopt a broad range of teaching and assessment approaches, as agreed as a PLC, 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,
- incorporate our Statement of Values and School Philosophy into our curriculum and promoted to students, staff, and parents so that they are shared and celebrated as the foundation of our school community,
- carefully plan and deliver transition programs to support students moving into different stages of their schooling,
- communicate student progress to parents through goal conferences, student support group meetings, parent-teacher interviews, semester reports, and student-led conferences,
- acknowledge positive behaviour and student achievement in the classroom and formally during school assemblies,
- monitor student attendance and implement attendance improvement strategies, following a tiered approach,
- seek feedback from students on decisions about school operations,

- encourage students to speak with their teachers, assistant principal, and principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through athletics, music programs and buddy programs,
- invite students to self-refer to the assistant principal and principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning,
- include Respectful Relationships in the curriculum at every year level,
- plan for programs, incursions and excursions developed to address issue specific behaviour (i.e. peer relationships),
- provide opportunities for student inclusion (i.e. before school events, House events, and recess and lunchtime activities),
- empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia, and other forms of discrimination and harassment.

For those students who require targeted (Tier 2) adjustments, we

- provide support for classroom teachers to monitor and support wellbeing among our students from Prep – Year 6. Regular wellbeing support meetings are organised with the Student Support Services key contact,
- support all students 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 [Aboriginal Learning, Wellbeing and Safety Plan](#) for more information),
- support students for whom English is an additional language through responsive measures, depending on the strengths and needs of the student
- provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the [Department’s policy on LGBTIQ Student Support](#)

- support all students in out-of-home care in accordance with the [Department's policy](#) , including the appointment of a learning mentor, the development of an individual education plan (IEP), and a termly student support group meeting, including referral to Student Support Services for an Educational Needs Assessment,
- support students with a disability to ensure they can fully engage in their learning and school activities in accordance with the [Department's policy](#), such as through reasonable adjustments to support access to learning programs, consultation with families and, where required, student support group sand individual education plans,
- apply a trauma-informed approach to working with students who have experienced trauma,
- support students enrolled under the Department's international student program in accordance with our legal obligations and [Department policy and guidelines](#),
- respond to the needs and required adjustments of all students on a case-by-case basis,
- structure our school around 'home room' class teachers, who monitor the health and wellbeing of the students in their class, and act as a point of contact for students who may need additional support,
- conduct detailed handovers as part of the whole school transition process. Teachers discuss students' individual learning needs, how they learn best, their strengths and areas for growth based on data, and evidence of learning.

We implement the following individual (Tier 3) supports and adjustments, in consultation with the following Department of Education policies and supports, when required:

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

- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- referral to Orange Door or Headspace

Seaford Park Primary School implements a range of strategies that support and promote individual engagement. Referrals are coordinated by the assistant principal who also supports classroom teachers and integration aides to:

- 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 Education Plan and/or a Behaviour Support Plan,
- considering if any environmental changes need to be made, for example changing the classroom set up,
- referring the student to:
 - school-based wellbeing supports
 - 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
 - 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 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,
- vulnerable due to complex individual circumstances,
- meet with student and their parent/carer to talk about how best to help the student engage with school,
- develop an individual learning plan and/or a behaviour support plan,
- consider if any environmental changes need to be made, for example changing the classroom set up or setting up a revised timetable.

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
 - of Koorie heritage
 - with other complex needs that require ongoing support and monitoring.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Seaford Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The

Wellbeing and Engagement Subcommittee plays a significant role in developing and implementing strategies that help to identify students in need of support and enhance student wellbeing. Seaford Park Primary School will utilise the following information and tools to identify students in need of additional 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,
- weekly Student Support PLC

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, 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.](#)

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

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, Seaford Park Primary School 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 school considers, explores, and implements positive and non-punitive interventions to support student behaviour, such as explicitly reteaching skills and providing individualised behaviour plans, 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 and reminding the students of expectations and explicitly teaching appropriate behaviour that align with our school values,
- 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 school improvement leader,
- 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:

- [Suspensions Policy](#)
- [Expulsions Policy](#)
- [Restraint and 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 Seaford Park 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.

At Seaford Park Primary School, student engagement, regular attendance and appropriate behaviours are expected through the implementation of whole-school strategies supported by targeted and individualised support when required including:

- Whole school use of Restorative Practices
- Following guidelines in our Student Engagement and Wellbeing Policy, Codes of Conduct Policy, and Student Engagement Policy,

- Open and regular communication with parents/carers promoting regular attendance, connections between home and school and involvement with the above policies through the newsletter, information packs, parent teacher dialogue, School Council briefings etc.,
- Promotion of positive student behaviours through awards that focus on students enacting the school values, phone call to parents and Compass posts to parents,
- Absences and students who are consistently late to school are supported via parent meetings and the offer of referral services to assist families,
- Students who have specific needs are monitored closely and student support group meetings, individual educational plans and targeted programs are used to support them as required,

At Seaford Park Primary School our students are expected to behave in a responsible and cooperative way through the following strategies:

- establishing fair and democratic guidelines in classrooms and the playground,
- establishing fair and consistent behaviour consequences for all students
- teaching social skills to develop self-esteem, tolerance, and respect for others,
- implementing school-wide positive and educative support strategies
- providing individual learning and behaviour support plans for children who exhibit difficulties modulating their behaviour,
- explicit teaching of organised and responsible play,
- involvement of parents before children's behaviour becomes more serious or consistent.

Inappropriate behaviours including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data-based focus. This includes:

- Establishing positive relationships with the student
- Establishing positive relationships with the parents/carers

- Establishing a positive relationship with another adult in the school such as the assistant principal and include buddy work, mentoring, counselling, student support group meetings as appropriate.
- Discuss referrals and taking action at the wellbeing meetings with SSSOs

ENGAGING WITH FAMILIES

Seaford Park 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,
- providing parent volunteer opportunities so that families can contribute to school activities,
- involving families with 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.

EVALUATION

Seaford Park Primary School collects 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 are assessed on an annual basis include:

- student survey data

- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Seaford Park Primary School also regularly monitors 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 as a 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 and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)

- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQA+ Student Support](#)
- [Restraint and Seclusion](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Supporting Students in Out-of-Home Care](#)
- [Suspensions](#)

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

- [Action Plan – Aboriginal Learning, Wellbeing and Safety](#)
- [Bullying Prevention Policy](#)
- [Child Safety and Wellbeing Policy](#)
- [Complaints Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 2, 2026
Consultation	School Community, Term 1 2026 School Improvement Team, Term 1 2026 School Council, Term 2 2026
Approved by	Principal
Next scheduled review date	Term 2, 2028