



Nullawarre and District Primary School

POLICY:	STUDENT WELLBEING AND ENGAGEMENT POLICY
SCHOOL COUNCIL CONSULTATION:	December 2024
TO BE REVIEWED:	Every two years or when changes occur to the Department's "School Policy and Advisory Guide" – December 2026
APPROVED BY THE PRINCIPAL	



Help for non-English speakers

If you need help to understand the information in this policy, please contact Nullawarre and District Primary School for assistance.

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.

Nullawarre and District Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Nullawarre and District Primary School (NDPS) is situated in tranquil and spacious grounds in the heart of a dairy farming region some thirty-two kilometres from Warrnambool, just off the Great Ocean Road. Our school provides a purposeful and stimulating learning environment where we encourage the development of the whole child through a culture of nurture and inclusion, and high-quality teaching. Our aim is to support learners in becoming curious, reflective, and critical in their thinking, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

At NDPS, all members of our school community work together to set high expectations for our students and prioritise their engagement and achievement. We strive to be **Responsible, Respectful** and **CURIOUS** in all that we do and above all else, we aim to equip our students with the skills they will require to be successful in whatever it is they choose to pursue after school.

The overall socio-economic profile based on the Student Family Occupation and Education is rated **'Medium'** for social disadvantage. We give regular thought to how values can be used to support and promote quality teaching and learning. We have a culture of high expectations for student attendance, connectedness, and learning.

School Staffing Profile: 1.0 full-time equivalent Principal, 5.2 full time equivalent teaching staff, 1.0 full time Business Manager and 1.52 full-time equivalent Education Support staff. Specialist staff work in the areas of STEAM, First Nation Peoples, Health and Physical Education, MARC Library and Respectful Relationships. 11% of our student cohort had English as an additional language, with many of these families being Filipino. We offer an inclusive curriculum based around the Respectful Relationships and School Wide Positive Behaviours Support Frameworks, with connections with our regional English as an Additional Language staff.

NDPS is a progressive school but also honours the many traditions that contribute greatly to our school culture. As a school community, we understand that family circumstances for all students are vastly different, but when they enrol at NDPS, they become part of a family of learners that are encouraged and nurtured to do their best in their learning, supported to be well adjusted students and encouraged to be active contributors to society.

2. School values, philosophy and vision

Core Values

The core values of Nullawarre and District Primary School are respect, responsibility, curiosity, and personal excellence. These values guide the school in creating an environment where students build resilience, foster positive relationships, and develop essential skills for the future. The school's vision is to empower students to dream, learn, and grow. By nurturing a love for learning and a sense of community, the school strives to help students achieve personal excellence, engage as active citizens, and prepare for the challenges of the future workforce.

3. Wellbeing and engagement strategies

Nullawarre and District Primary School 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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, parent survey data, student management data and school level assessment data
- teachers at NDPS use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at NDPS adopt 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
- our school's Statement of Values and School Philosophy are incorporated 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 planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - SWPBS
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ+

- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Targeted

Targeted strategies address the specific needs of different student groups. For example, students with additional learning requirements may have Individual Education Plans and regular meetings involving parents, teachers, and support staff. The school also applies trauma-informed practices to assist students who have experienced challenges and collaborates with external professionals when necessary. Individual strategies include creating tailored learning environments, providing Behaviour Support Plans, and referring students to wellbeing services to address their unique circumstances. These strategies are designed to promote engagement, foster respectful relationships, and create a safe and inclusive environment for all students.

- [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](#)

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- 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.

4. Identifying students in need of support

Nullawarre and District Primary School is committed to ensuring all students receive the necessary support for their intellectual, emotional, and social development. Staff regularly monitor attendance, academic performance, and behavioural data to identify students who may require additional assistance. Observations by teachers and referrals from families, peers, or self-referrals also contribute to the identification process. The school values collaboration between staff, families, and external support services to create a comprehensive support network for each student.

- 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 the school community have the right to experience a safe, supportive, and respectful environment. Students have the right to participate fully in their education, feel safe and secure, and express their ideas, feelings, and concerns. In return, they are responsible for engaging in their learning, demonstrating respect for others, and contributing to a positive school culture. Students are encouraged to approach trusted staff members if they have concerns or wish to make a complaint, and the school's Complaints Policy outlines clear processes for addressing such issues.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/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 our [Bullying Prevention Policy](#).

When a student acts in breach of the behaviour standards of our school community, NDPS 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 the Year Level Coordinator
- 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 Nullawarre and District 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

The school values strong partnerships with parents and carers, recognizing the importance of family involvement in student success. Families are encouraged to participate in school activities, curriculum-related events, and decision-making processes. The school maintains open and respectful communication with parents through regular updates, accessible policies, and opportunities for involvement in individual student support plans. By collaborating with families, the school aims to create a shared sense of responsibility for each child's wellbeing and educational outcomes.

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

To assess the effectiveness of its wellbeing and engagement strategies, Nullawarre and District Primary School collects and analyses a variety of data each year. This includes survey results, incident reports, attendance records, and academic performance metrics. Emerging trends are identified to inform the development of new strategies and interventions. The school also regularly monitors data dashboards to address wellbeing and engagement issues promptly.

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

Nullawarre and District 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 the school community through the school website, staff induction processes, parent and student meetings, and regular school newsletters. Hard copies are available upon request from the school office. The school will also adhere to Department requirements for notifying families about relevant matters, including suspensions and expulsions, as outlined in the Department's policies.

This policy will be communicated to our school community in the following

- Available publicly on our school's website
- Provided to all staff and the option to discuss if required
- On enrolment
- 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](#)
- [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 Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)