Student Engagement, Wellbeing & Inclusion Policy.

Ratified at School Council on: September 9th 2026

Signed Principal _____

This policy was approved by the principal in August 2026

Help for non-English speakers
If you need help to understand the information in this policy, please contact Tom Mangan on 03 5432 9330 or colbinabbin.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.

Colbinabbin 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

Rationale:

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.

Our school is committed to developing socially responsible students who perform academically to the best of their ability in a friendly, caring and challenging learning environment. At Colbinabbin we strive to abide by the following values in our everyday interactions with one another and in the development of our programs and policies;

- Respect – for ourselves, others and things around us
- Honesty – truthfulness and open communication in all our actions and thoughts
- Trust - by having confidence in, and believing in the ability of those around us
- Understanding – to be accepting, supportive and tolerant of everyone in our school community
- Cooperation – to assist and support each other in our work.

Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. Our heterogeneous profile means that in any given class a range of student ability exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected. Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

Our teaching and learning philosophy is based around our 4Rs. (Refer to L& T Statement) That is:

- The teaching and learning is relevant to each student's interests, lives and aspirations
- The teaching and learning is rigorous, and each teacher will make a commitment to appropriately support, build and challenge every student
- Relationships are an essential component of effective learning and teaching
- Our practices are responsive to contemporary research and innovation.

Strategies to promote wellbeing, inclusiveness and engagement:

Ours is a school that is culturally diverse and socially inclusive. In order for our school to truly reflect the needs and aspirations of our students and their families, we need to ensure that their backgrounds are recognised, catered for, celebrated and valued. Colbinabbin 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

- 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
- 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, etc
- teachers at Colbinabbin Primary School use the FISO and Victorian Curriculum 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 Colbinabbin Primary School 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 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
- the school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- the school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leaders Team and other forums. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Respectful Relationships
- programs, incursions and excursions developed to address issue specific behaviour as required (i.e. anger management programs)
- buddy programs

Targeted

- connect all Koorie students with a Koorie Engagement Support Officer

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support*

Individual

- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Colbinabbin 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:
    - 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
- 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.

Social and cultural diversity

- Our school curriculum, leadership and management practices promote and will affirm principles of multicultural and social diversity.
- We will ensure that learning experiences recognise, value and build on students' backgrounds and experiences.
- All staff will participate in professional development relating to racial diversity and discrimination.
- All staff will model culturally inclusive behaviour, and report to the principal any behaviour that appears racist, discriminatory, prejudiced or culturally biased.
- Students from non-English speaking backgrounds will have access to EAL (English as an Additional Language) programs.
- Multicultural awareness will be provided throughout the curriculum
- Aboriginal and Torres Strait Islander students will be managed in accordance with the current DET initiative.

Identifying students in need of support

Colbinabbin Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The staff play a significant role in developing and implementing strategies help identify students in need

of support and enhance student wellbeing. Colbinabbin 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

Student rights and responsibilities and Shared Expectations:

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.

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.

Shared Expectations of Students:

- Students are expected to be punctual and attend school each day
- Students are to come to school ready to learn and respect the rights of others to learn and the rights of the teachers to teach
- Students are to be cooperative, considerate and courteous to all members of the school and general community
- Students are expected to behave so that the school is a safe and pleasant environment for all
- Students are expected to respect the rights and property of the school community
- Students are expected to be neat, clean and dressed in school uniform at all times

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.

Shared Expectations of Principals, Teachers and Education Support Staff[i]:

Principals, Teachers and Education Support Staff are expected to be positive role models at school and in the community.

- Principals, Teachers and Education Support Staff are expected to demonstrate their **integrity** by:
  - acting in the best interest of students
  - maintaining a professional relationship with students, parents, colleagues and the community
  - behaving in ways that respect and advance the profession.
- Principals, Teachers and Education Support Staff are expected to demonstrate their **responsibility** by:
  - providing quality teaching
  - maintaining and developing their professional practice
  - working cooperatively with colleagues and parents in the best interest of our students.
- Principals, Teachers and Education Support Staff are expected to demonstrate their **respect** by:
  - acting with care and compassion
  - treating students fairly and impartially
  - holding their colleagues in high regard
  - acknowledging parents as partners in the education of their children.

Colbinabbin 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.

Shared Expectations of Parents/carers:

- Parent/carers are expected to be equal partners in the education of their children
- Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- Parents/carers are expected to cooperate with the school, including regular and constructive communication with school staff regarding their child's learning and wellbeing
- Parents/carers can be expected to support the school in maintaining a safe and respectful learning environment for all students.
- Parents/carers are expected to ensure their child attends school each day

Behaviour Management:

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

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

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student Attendance:

The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

Outside Agencies:

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]

Evaluation

Colbinabbin 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
- SOCS

Communication of this policy:

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

- Available publicly on our school's website www.colprim.vic.edu.au
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request.

To be read in conjunction with *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines, Child Safe Standards (Ministerial Order 870* **and Colbinabbin Primary School Managing Student Behaviour Policy.**

This policy is due for review in August 2028.