



Student Wellbeing and Engagement Policy

Nar Nar Goon Primary School



Help for non-English speakers

If you need help to understand the information in this policy please contact Nar Nar Goon Primary School
[03\) 5942 5311](tel:0359425311)

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

Nar Nar Goon 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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2. School values, philosophy and vision
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POLICY

1. School profile

Nar Nar Goon Primary School is situated in the south-eastern growth corridor in the rural town of Nar Nar Goon. It is five kilometres from Pakenham and surrounded by farming activity. The school was founded in 1880 and is a genuine community school. The growth corridor is moving closer to the town and is estimated to increase the current enrolment of 188 student numbers when it does. The population of the school is predominantly of Australian heritage with only 5% of students being from another culture, with the school building a stronger representation of students from an Indigenous background.

The school currently has 12 funded students through the PSD model and 1 through the new Disability Inclusion model which has replaced the PSD, with all eligible students being rolled over to this model by 2026. We have a larger number of students supported through the Tutor Learning Program, IEPs and the school's Intervention programs.

Nar Nar Goon Primary School's S.F.O.E is 0.4371 (medium). The current staff consist of 24 personnel including 14 equivalent full-time teaching staff, 1 Principal class, 1 Learning Specialist, 10 teachers (some part-time filling specialist roles) and 7 Education Support Staff (both part time and full time equivalent) School Chaplain as well as a Disability Inclusion Leader.

The school offers a Foundation to Year 6 sequential learning program in a range of single and multi-age classroom groupings. The school's teaching and learning program is delivered using Nar Nar Goon developed Instructional Models in Literacy and Numeracy, and an Inquiry based program in other domains. The school has specialist teaching in Art, Physical and Health Education, STEM , LOTE- Auslan, Performing Arts.

Our school grounds are surrounded by paddocks, the train line and a supportive community. Most students that attend our school live in Pakenham and are driven to school. We have a range of students who live in neighbouring towns who utilise the bus service.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Our school's vision is "At Nar Nar Goon Primary School, our strong sense of **community** and **high expectations** enable students, staff and families to thrive". We aim to equip our students with the knowledge, skills, attitudes and values for success, both in our environment and continually in their lives. We aim to provide opportunities for all students to become hard-working and have goals and aspirations to improve the world. Nar Nar Goon Primary School aspires to provide high quality teachers who are motivated to constantly offer best-practice strategies, and a willingness to learn and collaborate with each other to ensure success for all their students. Our vision strives to include each vital member of our school community in creating and implementing all that is needed to ensure our school is a vibrant and inclusive place of learning. We value excellence, honesty, respect, responsibility and persistence. These values are reinforced by correlating Play is the Way Life Rafts and behaviour education process.

Excellence

All members of our school community are encouraged and supported to have the highest of expectations in themselves and to consistently strive for their personal best.

Respect

All members of our school community value integrity and a strong strength of character. We respond sensitively to the ideas, thoughts and needs of other people and their cultures. Differences are acknowledged, and we accept diversity and celebrate this in our community and in our dealings with others. We genuinely collaborate and work with others to achieve shared goals.

Responsibility

All members of our school community work hard to take ownership of their actions and behaviours. They complete tasks to the best of their ability. They take care of their environment and each other.

Honesty

All members of our school community carry out their responsibilities truthfully and with integrity. We share ideas openly in a climate of trust and at all times, work towards upholding clear moral and ethical codes in all situations.

Persistence

All members of our school community approach tasks willingly and with a determination to succeed. At all times, we are required to be resilient and keep going, despite any difficulties or challenges that present.

Nar Nar Goon Primary School aims to provide an environment in which the learning, wellbeing, engagement and care of each student can be maximised by:

- Establishing consultation and a positive relationship between the school, parents and students
- Providing positive reinforcement to improve self-esteem and confidence
- Acknowledging and valuing positive behaviour and performance
- Encouraging students to accept responsibility for their actions
- Following a whole school approach to student management and wellbeing and demonstrating consistency and fairness in applying discipline
- Developing individual management plans where learning and/or behaviour needs become apparent
- Providing adequate supervision in the school grounds
- Adhering to the NNGPS Child Safe Standards policy documents

Wellbeing and engagement strategies

Nar Nar Goon 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 Nar Nar Goon Primary School use a Literacy and Numeracy 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 Nar Nar Goon 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 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Mediation. Students are also encouraged to speak with their teachers, PLC Leader, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Play Is The Way and school games and programs
- all students are welcome to self-refer to the Principal and or the Wellbeing Coordinator 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - o Respectful Relationships o Play Is The Way Behaviour Education o Berry Street Education Model
 - o Dogs Connect
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy 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
- whole-school assemblies at the start of each term to discuss and review the school behaviour codes which are then prominently displayed in each classroom
- Implementation of Bright Beginnings at the beginning of the school year to develop class rules and school-wide expectations
- Implementation of cybersafety programs to support safe and appropriate use of digital resources and environments, such as eSMart and Kids Helpline
- Implementation of school-wide prevention strategies such as ‘E for Excellence’ and the ‘Values Wristbands’ each week to reinforce positive behaviour
- The establishment of consistent school-wide processes and programs for early intervention including collaboration with Student Support Services
- Identification of students at risk and strategies developed to support these students and their families,
- Student Representative Council (SRC) and Student Leadership Programs

Targeted

- each year group has a PLC Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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
- 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](#)
- Koori 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 – including rich mentor texts, guest speakers and attending Network Koorie Kids Day celebrations. These students also have termly Student Support Group meetings to reflect on their Individual Education Plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

- 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
- 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 including through celebration days such as Harmony Day and Cultural Day as well as the use of a range of literacy resources across the school to celebrate diversity.
- We support learning and wellbeing outcomes of students from refugee background through links with the Cardinia Cultural Centre, such as celebrating the Fusion Festival for World Refugee Week.
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- staff will implement the Berry Street Education Model (BSEM) to empower and create classrooms where every student is ready and able to thrive

Individual

Nar Nar Goon 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 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:
 - o school-based wellbeing supports, such as the school chaplain or the Wellbeing and MHiPs coordinator
 - o Student Support Services
 - o Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Orange Door

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:
 - o with a disability
 - o in Out of Home Care
 - o with other complex needs that require ongoing support and monitoring

Where possible, we use the Department's Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Students with Disability](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#) as well as to other Department programs and services such as:
- [Mental health toolkit](#)
- [Disability Inclusion Funding and Support:](#)
- [Mental Health Support](#)
- [Navigator](#)
- [LOOKOUT Education Support Centres.](#)

1. Identifying students in need of support

Nar Nar Goon Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Nar Nar Goon 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

2. 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, 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.

3. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct. Each class reviews the school code of conduct and creates a list of class expectations/rules at the beginning of each year.

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, Nar Nar Goon Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing

and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements 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 such as walking around at recess and lunchtime or restricted play space
- withdrawal of privileges
- referral to the PLC Coordinator
- restorative practices
- detentions
- 5 Rs: Remind, Refocus, Relocate, Relocate, Remove, Restore ('restore' is interwoven throughout each step of the process)
- behaviour support and intervention meetings
- suspensions- either an in-school or out-of-school suspension
- expulsion – This is only with the permission of DET and not a school-based decision

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 Nar Nar Goon 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.

4. Engaging with families

Nar Nar Goon 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

5. Evaluation

Nar Nar Goon 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 including Peer Mediator data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Nar Nar Goon Primary School will also regularly monitor available social media 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 annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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

FURTHER INFORMATION AND RESOURCES

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

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [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 Safety Policy
- Bullying Prevention Policy

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Consultation	Wellbeing Committee School Council Policy Sub Committee
Approved by	Principal
Next scheduled review date	May 2027