

# Nangiloc/Colignan & District Primary School



## Student Wellbeing and Engagement Policy



### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Nangiloc Colignan and District Primary School on 03 5029 1483 or [nangiloc.colignan.ps@education.vic.gov.au](mailto:nangiloc.colignan.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.

Nangiloc Colignan 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.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Nangiloc Colignan & District Primary School is a small school with a culture of positive student attitudes, excellent academic achievement, and excellent student attendance. At Nangiloc, learners have a strong sense of belonging and the opportunity to take part in the direction of their own learning.

Nangiloc Colignan and District Primary School is a remote primary school situated by the Murray River 50kms south of Mildura. The school population is 40, predominantly from the local fruit and vegetable farming community. The teaching staff consist of two full-time teachers and a teaching principal, working across 3 composite classes from Foundation to Year 2, Years 3-4 and Years 5-6.

### 2. School values, philosophy and vision

**‘Lead, Inspire, Inquire’** is Nangiloc Colignan Primary School's vision statement, reflecting the school's ethos. These three elements form the core of students' inquiry process culminating in a final artifact, product or performance.

#### **Lead** (Complex Competencies)

The term ‘Lead’ represents the essential competencies for all learners: Collaboration, Communication, Character, Learner Agency, Ethics, Citizenship, and Quality Thinking. These competencies are crucial as they cultivate dispositions that enable students to excel now and continue learning throughout their lives.

#### **Inspire** (Values and Attitudes)

‘Inspire’ captures the values that infuse education and life. It represents a co-learning journey where staff and students recognize their connections to local and global communities, as well as the natural world. The aim is to foster sustainable societies where both people and ecosystems thrive. Core values include a growth mindset, multiculturalism, indigenous perspectives, compassion, real-world engagement, health and wellbeing, environmental stewardship, trust, and respect. These values guide learners as they explore diverse worldviews and discover their place in the world.

#### **Inquire** (Curriculum)

‘Inquire’ reflects the school’s curriculum approach focusing on developing a deep understanding of key concepts, skills, and knowledge across various domains (Digital/Design & Technology, Science, Humanities, and The Arts). Learners deepen their understanding through co-constructed Essential Questions that guide their inquiry. They are encouraged to apply their learning through real-world experiences and meaningful performance tasks.

Our purpose is to tackle practical problems with unknown solutions, stemming from the learner's interests. This process contributes to their personal lives or community, engaging them emotionally, practically, and intellectually.

### 3. Wellbeing and engagement strategies

#### A LEARNER CENTERED LEARNING ENVIRONMENT

Nangiloc Colignan & District Primary School places high priority on Agency in Learning with a belief that learner agency and passion is the main “navigator of learning”. In other words, engagement and learning is enhanced when there is genuine agency and a whole school approach to teaching, learning and assessment. One of the key strategic intentions at Nangiloc is to achieve authentic learner engagement through elevating agency in learning across the school. Staff do this through a strong focus on increasing opportunities for learner feedback, learner voice and learner ownership of their data and learning, including effective goal-setting and feedback. Inquiries are often used to develop learner agency by allowing learners to explore their own interests and questions, take ownership of their learning, and develop critical thinking and problem-solving skills.

Nangiloc works to ensure a positive climate for learning and nurture partnerships with families with an appreciation that when the families connect to the learning environment, optimum learning is possible within the classroom. Nangiloc works not only on strengthening the home-school partnership but also on identifying opportunities to broaden and strengthen local community partnerships. Learners demonstrate their ability to ‘transfer’ their learning through real world experiences and performance tasks meaningful to their lives and local communities. In addition to opportunities through C.O.L (Celebration Of Learning), the PIN (Passions, Interests and Needs) Workshops are designed and delivered by students and are supported by parents and staff.

With the advantage of being a small school and knowing every student well, the school has been able to improve on learning and assessment practices. Teachers at Nangiloc-Colignan Primary School incorporate a range of assessment strategies that go beyond traditional tests and exams. These include formative assessments, peer and self-assessments, and authentic assessments that reflect real-world situations. There is a shared understanding of transformative assessment among staff, students, and parents, and the school keeps its community informed of the benefits of new assessment practices.

Nangiloc seeks opportunities to build partnerships and collaborate with other schools and experts, to broaden and enrich curriculum and learning, and refine the use of assessment tools. Learners are encouraged to articulate their understanding through SOLO taxonomy and the school has also integrated the General Capabilities across the Learning Areas and LMS sites. When unpacked, a key pillar of the school’s vision, ‘Lead’ details how the competencies are integrated into the curriculum.

The school works on a whole school approach to track student performance over time and utilise data to inform planning and teaching for all learners. Staff capability building aligns to this way of working. Teacher needs are reviewed and matched to professional learning that support and embed new assessment practices and foster a whole school approach to learning and assessment.

Over the past 3-4 years, the school has developed a bank of supportive learning and assessment resources including learning progressions, Learning Management Systems (LMS) sites populated with learning intentions, success criteria and YouTube videos, with a long-term goal to use these platforms to streamline assessment and feedback.

Since the school has adopted transformative assessment practices, it has enabled staff to gain a deeper understanding of learners' knowledge and skills and resulted in a more targeted and personalised approach to learning to meet students' individual needs. With greater agency in their learning, and with families taking part, learners are engaged and motivated to learn, and the school is making significant inroads to confidently teach, assess and report on the complex competencies their learners need to thrive at school and beyond.

### ***Universal***

The school's mission is to:

- Provide a safe, supportive, and engaging environment.
- Empower and challenge learners to strive for excellence.
- Emphasise cooperation within team-based environments for planning and teaching in all areas of the curriculum.
- Celebrate student, staff, and school achievements.
- Be an important active part of the local community.
- Encourage parents and students to be actively involved in the school.
- To be well resourced in regard to curriculum materials and technology.

### ***Targeted***

- All staff (including classroom teachers and educational support) monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support.
- 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.
- 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 included.
- We support learning and wellbeing outcomes of students from refugee background.
- 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](#)
- 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
- 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
- Our curriculum areas are reviewed at the beginning of each term and posted online open to the school community.

### ***Individual***

- [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](#)

Nangiloc Colignan 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**

Nangiloc Colignan and District 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 help identify students in need of support and enhance student wellbeing. Nangiloc Colignan and District 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

## 5. 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.

## 6. Student behavioural expectations

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 this policy.

When a student acts in breach of the behaviour standards of our school community, Nangiloc Colignan and District 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 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
- 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.

The Principal of Nangiloc Colignan 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

Nangiloc Colignan and District 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.

## 8. Evaluation

Nangiloc Colignan and District 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, including attendance and absence data
- SOCS

Nangiloc Colignan 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 our school community in the following ways:

- Available publicly on our school's website: <https://nangilocps.vic.edu.au/>

- Included in staff induction processes
- 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 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Consultation	October 2024 consulted with the School Council and Teaching Staff
Approved by	Principal
Next scheduled review date	Before October 30, 2026,