



# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand this policy, please contact Newcomb Primary School  
(03) 5248 4176

## 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.

Newcomb 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.

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

Newcomb Primary School was established in 1997 after the amalgamation of Newcomb South Primary School and Newcomb Primary School. The school is situated six kilometres from the city of Geelong at the approach to the Bellarine Peninsula. The school is located on large grounds and most students that attend our school live locally and tend to walk or ride their bike to school.

Our motto is 'Strive for Knowledge.' Newcomb Primary School has developed a strong School Council and sub-committees, Parents and Friends Association Junior School Council and numerous volunteer helpers.

The school currently has 127 students enrolled and 7 classes. Newcomb Primary School has remained committed to achieving a low student teacher ratio. The daily classroom schedule revolves around a two hour literacy block and a one hour numeracy block each day. Classroom teachers also lead learning of Core Knowledge, Auslan and our Social and Emotional curriculum. Specialist teachers provide weekly lessons in STEM, Visual Arts and Physical Education.

We have worked to maintain a high level of computer technology throughout our school to provide vital access to digital learning to all areas of the curriculum and across all class levels. The school has a well resourced library which is computer catalogued and provides internet access for students. The school has a well developed computer network that is accessible to all students. We provide a 1-1 Ipad/laptop program. All classrooms are connected to high definition televisions.

A whole school approach to student wellbeing has been supported by all staff who use the School Wide Positive Behaviour approach. Our school Values are Respect, Responsibility and Resilience. The policies, practices and programs of Newcomb Primary School have been developed by the school community with the educational and welfare needs of our students as the prime responsibilities.

The learning programs that are offered at Newcomb Primary School are firmly based on the belief that every student has the capacity to learn and that learning is maximised when students are provided with challenging experiences in an environment that is comfortable and supportive. Parent/Carer participation is actively encouraged and considered to be an essential part of the ethos and success of the school.

We use the Disability Inclusion Profile to identify the strengths, needs and educational adjustments that we can make to support individual students. We have 16 Education Support Staff who work across the school, providing both academic and social support for our students. The staff encourages high student achievement and take pride in their students, the school's learning environment and facilities. Staff, School Council and the Parents & Friends Sub-Committee have been instrumental in supporting the school's direction.

### 2. School values, philosophy and vision

Newcomb Primary School's values are at the core of the teaching and learning. Students, staff and members of our school community are encouraged to live and demonstrate our values of *Respect*, *Resilience* and *Responsibility* at every opportunity. Newcomb Primary School is a School Wide Positive Behaviour Support school and the expected behaviours on our school matrix all link to our three core values.

Our school's vision is for all students to experience success. We want students to assume increasing levels of self-responsibility in the achievement of learning within a supportive learning environment



that is strengthened by home/school partnerships.

Our statement of values is available online at:

<https://www.newcombps.vic.edu.au/page/55/Vision-&-Values>

### 3. Engagement strategies

Newcomb Primary School is an inclusive school that 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 school), targeted (small group) and individual engagement strategies used by our school is included below:



### Universal

- Teachers at Newcomb Primary School use the Victorian Teaching and Learning model, in alignment with the school's instructional models to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yield teaching practices are incorporated into all lessons
- Teachers at Newcomb Primary School respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Documenting wellbeing concerns on Compass
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey data, Compass Chronicles data and school level assessment data
- High 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
- Our school's values are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- Transition programs are in place 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 (using Tokens, Awards and the Dojo App)
- Student attendance is monitored and we implement attendance improvement strategies (tracking data, daily calls.)
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council. Students are also encouraged to speak with Classroom Teachers, Education Support Staff and the Principal when they have questions or concerns.
- Create opportunities for cross class and whole school opportunities (i.e. School performances, Sport opportunities and Excursions.)
- Students are referred to the Wellbeing Leader or school Principal if they would like to discuss a particular issue or need support of any kind. We are proud to have an 'open-door' policy.
- We engage in a School Wide Positive Behaviour Support program across the school.
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. NED positive Mindset performance)
- Our Social and Emotional Curriculum incorporates the following programs/approaches:
  - SWPBS
  - The Resilience Project
  - Respectful Relationships
  - Zones of Regulation



- Opportunities for student inclusion (cooking program, recess and lunch play opportunities, ES support in the playground, Equine therapy, Just Brass)
- Free fruit is offered to every student every day at 10am and Breakfast Club is available to all students on a daily basis
- Education for students around Cyber Bullying is provided
- Engagement with the Safe Schools Program to support LGBTIQ+ students
- Harmony Day celebrated in recognition of the diverse cultural and linguistic groups which make up our school community

### Targeted

- Sunshine Circles sessions – facilitated by MELI staff
- Small group social support groups organised for specific students.
- Classroom teachers monitor the health and wellbeing of students in their class and act as a point of contact for any students who need additional support.
- All Koori students are connected with the Koori Engagement Support Officer.
- All students in Out-Of-Home-Care are linked with the designated Lookout representative (Principal) and have an ILIP and Educational Needs Assessment (as required)
- Learning Specialist oversees the social and emotional curriculum and supports staff to analyse wellbeing data (Compass)
- Staff are provided with specific training around wellbeing and behaviour (SWPBS, Calmer Classrooms, Bullying, No Way!)
- Some small groups of students spend time in our school garden each week
- Recognition and supports for students observing days of significance, such as Eid Al Fatr and Ramadan

### Individual

Newcomb Primary School implements a range of strategies that support **wellbeing** needs.

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Referrals to Student Support Services (Psychologist, Social Worker, Speech Therapist)
- Referrals to Wellbeing Officer
- Referral to CAMHS, Orange Door or Headspace as appropriate
- Support sought via Lookout Centre and Wathaurong as required

Newcomb Primary School implements a range of strategies that support and promote individual **engagement**.

- Individual Learning Plans
- Behaviour Management Plans
- Student Support Groups
- Funding/Support via the Disability Inclusion Profile
- Meetings with both parents and students to discuss how to best engage them at school
- Considering the classroom environment (i.e. Adding a calm space, sound cancelling headphones, Sit Spots, Sensory resources)
- Referrals to Wellbeing Officer, SSS (Psychologist, Speech Therapist, Social Worker)
- Referrals to Allied Health professionals where appropriate



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 attendance improvement plans with the family
- Running regular SSG meetings for those students who receive Disability Inclusion Tier 3 Funding, who are in Out-Of-Home-Care or who have complex needs

#### 4. Identifying students in need of support

Newcomb Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Officer and Education Support Staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Newcomb 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 (i.e.. Network nurse visits)
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, Compass Chronicles and suspension data
- engagement with families
- student referrals (by self, peer, parent or teacher)

#### 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 vision and values highlight 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 (refer to SWPBS matrix of expectations)
- 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/carers and approach a teacher or the school principal.

## 6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's SWPBS behaviour Matrix (see Appendix 1) based around our values of Respect, Resilience and Responsibility. Student bullying behaviour will be responded to consistently with school's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Newcomb Primary School will follow the behaviour management process (see Appendix 2), consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed (via phone, Dojo or school diary) about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 via Restorative discussions.

Disciplinary measures that may be applied include:

- A reminder of the expected behaviour
- Some reflection time (5 minutes or 15 minutes) as directed by the classroom teacher
- Restorative practices (i.e.. Discussion, apology)
- Time with the Wellbeing Officer of School Principal for half of recess or lunch
- 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 Newcomb Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.



## 7. Engaging with families

Newcomb 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 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 homework and other curriculum-related activities
- involving families in school decision making via our School Council and Parent Opinion Survey
- coordinating resources and services from the community for families (MELI Sunshine Circles Playgroup, Smith Family support, SSS services)
- including families in Student Support Groups and developing individual plans for students.

## 8. Evaluation

Newcomb 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:

- Compass chronicles
- Student Attitude to School Survey data
- Student reports
- CASES21
- Student Centred Interviews
- Student Online Case System (SOCS)
- Parent Opinion Survey

## 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
- 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

Related policies include:

- Attendance Policy
- Bullying Prevention Policy
- Child Safe Policy and Standards
- Inclusion and Diversity Policy

## Approval

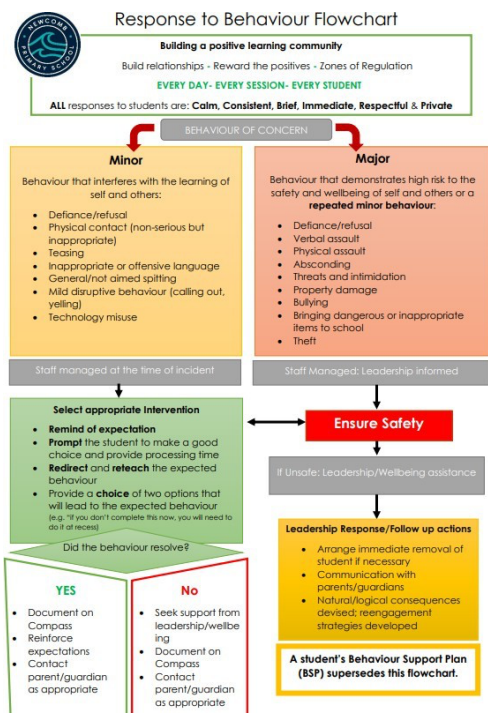
<b>Created date</b>	17 <sup>th</sup> December 2025
<b>Consultation</b>	School Council – February 2026
<b>Endorsed by</b>	Principal – Blanche Denmead
<b>Endorsed on</b>	February 2026
<b>Next review date</b>	February 2028



## APPENDIX 1: SWPBS EXPECTED BEHAVIOUR MATRIX

SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX			
	DURING LEARNING	OUTSIDE	ALWAYS
RESPECT	<ul style="list-style-type: none"> <li>We allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>We look after school property, equipment and grounds</li> </ul>	<ul style="list-style-type: none"> <li>We are responsible for our choices and actions</li> <li>We include others</li> <li>We listen to and follow instructions</li> <li>We speak nicely and use our manners</li> <li>We keep our hands, feet and objects to ourselves</li> <li>We take care of our own and others property</li> <li>We move safely around the school</li> <li>We walk away if we are feeling upset, frustrated or angry and get help from an adult</li> <li>We wear school uniform including our hats with pride</li> </ul>
RESPONSIBILITY	<ul style="list-style-type: none"> <li>We make the most of our learning time and stay on task</li> <li>We arrive on time, are organised and ready to learn with a positive attitude</li> <li>We join in and try our best</li> <li>We ask before leaving the classroom/specialist class</li> </ul>	<ul style="list-style-type: none"> <li>We stop playing when the music starts</li> <li>We put rubbish in the bin</li> <li>We walk our bikes and scooters within the school grounds</li> </ul>	
RESILIENCE	<ul style="list-style-type: none"> <li>We persist with all tasks, demonstrating a growth mindset</li> <li>We use the calm zone to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>We play fairly and follow the rules</li> </ul>	

## APPENDIX 2: BEHAVIOUR MANAGEMENT PROCESS & INCENTIVES SYSTEM



**Positive Behaviour Incentives**

100	100 Club - Picture in the newsletter, certificate at assembly, casual dress for the day and ice-cream surprise with the principal
75	Cooking class with an Education Support (add 15 tokens and bring a friend) OR Mug of milo and 30 minutes of TV
50	Throne in the classroom for a day OR Teacher assistant for the day OR Take a friend to another class for a session
40	Go with a friend to another class for lunch OR Visit another class for a session
30	Teacher assistant for 1 hour OR Your favourite piece of schoolwork in the newsletter
25	Make the daily PA announcements OR Prize from the Principal's prize box
20	Listen to music for a session OR Prize box (junior) OR Art room at lunch (senior) OR iPad for 15 minutes with a friend
15	iPad for 15 minutes OR Icy Pole
10	iPad for 10 minutes OR 10 minutes extra recess