



GAMADJI
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 the school's administration office.

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.

Gamadji 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 and management
7. Engaging with families
8. Evaluation



POLICY

1. School profile

Established in 2026, Gamadji Primary School is located approximately 40 kilometres north of Melbourne on the traditional lands of the Wurundjeri Woi-wurrung Peoples. The school has capacity for up to 650 students, from Foundation to Grade 6.

Gamadji Primary School is easily accessible from the rapidly growing housing estates in Craigieburn and Mickleham, with many of our students walking or riding to school. Our modern and spacious school grounds include an administration building (with library), 3 learning neighbourhoods, a community hub, hardcourts, a sports field, and an onsite Early Learning Centre (ELC). The ELC, operated by Early Learning Victoria, caters for 130 children. It supports families with pre-school and school aged children through a central drop-off location and allows for a smoother transition from kindergarten to primary school.

Our school is culturally and linguistically diverse with more than half of the families in our community speaking a language other than English (LOTE) – the largest LOTE groups being Punjabi, Assyrian/Aramaic and Arabic. We celebrate and are proud of our diverse and inclusive school community and are committed to supporting and engaging our families.

At Gamadji Primary School, our innovative curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the broader community and includes a variety of technologies to assist in student learning.

To support the delivery of the curriculum at Gamadji Primary School, we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

2. School values, philosophy and vision

The Gamadji Primary School *Statement of Values and School Philosophy* is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **Character**, **Curiosity**, **Collaboration** and **Community** at every opportunity.

Gamadji Primary School's vision is to create a school community where students collaborate with respect, explore with curiosity, and contribute to a supportive and inclusive environment that fosters growth and lifelong learning. Our mission is for our students to engage in learning, to ask questions, build relationships and solve problems – developing curiosity, kindness, responsibility and the skills needed for success.

Our school motto is:

Together we learn

Together we grow

Together we achieve

Our school values, philosophy and vision guide our organisational leadership, governance, and culture to ensure that child safety and wellbeing are embedded in our school's daily practices

Our *Statement of Values and School Philosophy* is available on our school's website and in hard copy from the administration office upon request.

3. Wellbeing and engagement strategies

Gamadji 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 child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up. A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.

Our school will also do this by:

- creating a culture that is calm, curious, collaborative, inclusive, engaging, and supportive
- creating a culture that embraces and celebrates diversity
- creating a culture that empowers all students to be engaged and feel valued.

A summary of the universal (whole of school), targeted (group specific) and individual engagement strategies used by our school to promote positive behaviour and inclusion is provided below:

Universal

- maintaining high and consistent expectations of all staff, students and parents and carers/families
- prioritising 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
- delivering a broad curriculum to ensure that students can participate in subjects and programs that are tailored to their interests, strengths and aspirations
- adopting instructional frameworks based on the Victorian Teaching and Learning Model 2 (VTLM 2) so that teachers use an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- using researched, evidence-based, High Impact Teaching Strategies in every learning experience
- adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and following the standards set by the Victorian Institute of Teaching
- incorporating our school's *Statement of Values and School Philosophy* into our curriculum and promoting it to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling, including a kindergarten to school transition program with our onsite ELC
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies through shout-out stars and student of the week awards and communication to parents via the newsletter
- monitoring student attendance and implementing attendance improvement strategies at a whole school, cohort and individual level, with recognition of 90-95% and 100% attendance acknowledged each term in the newsletter and with a certificate
- giving students the opportunity to contribute to and provide feedback on decisions about school operations through house captain and school captain representatives, the Student Voice Ambassadors and other forums including year group meetings, class meetings and student voice requests from staff. Students are also encouraged to speak with their teachers, year level coordinator, Assistant Principal and Principal whenever they have any questions or concerns. Students can also make proposals or write letters to the Principal using Principal Post.
- creating opportunities for cross-age connections among students through sports days, school choir, STEM enrichment program and buddy programs
- ensuring the school environment is welcoming and inclusive by having resources (books/posters) that represent our diverse community
- welcoming students to self-refer to the Wellbeing Leader, year group leaders, Assistant Principal and Principal 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
- using High Impact Wellbeing Strategies and engaging in teaching positive behaviour in our weekly wellbeing social and emotional learning lessons. We use a restorative practices approach with our staff and students. Other Department programs that support teaching and learning include:
 - Resilience, Rights and Respectful Relationships
 - Safe Schools
- developing programs, incursions and excursions to address issue specific needs or behaviour
- having opportunities for student inclusion (i.e. through clubs, and recess and lunchtime activities)
- putting measures 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
- supporting our staff to participate in the [Community Understanding and Safety Training \(CUST\)](#), which strengthens the capability of school staff to create more culturally safe and

inclusive learning environments, including embedding Aboriginal and Torres Strait Islander perspectives in the curriculum, and building relationships with the Koorie community.

Targeted

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- supporting Koorie students 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 school actively engages with Koorie Education Support Officers (KESOs) to provide additional cultural and educational experiences for our Koorie students as part of our *Action Plan Aboriginal Learning, Wellbeing and Safety*.
- supporting our English as an additional language (EAL) students through our EAL program and ensuring all cultural and linguistically diverse students are supported to feel safe and included in our school. This includes providing English language support classes, bilingual resources, cultural orientation programs and opportunities for peer engagement.
- supporting the learning and wellbeing outcomes of students from a refugee background through social and emotional learning curriculum and engaging with outside referral support services if needed
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ+ Student Support](#)
- supporting all students in Out of Home Care in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including appointing students with a Learning Mentor, having an Individual Learning Plan and a Student Support Group and being referred to Student Support Services for an Educational Needs Assessment
- supporting students with a disability 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
- the Wellbeing and Engagement Team will undertake health promotion and social skills development in response to needs identified by student wellbeing data, PLC leaders, classroom teachers, or other school staff each year
- staff applying a trauma-informed approach to working with students who have experienced trauma.

Individual

Gamadji 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 students and their parents/carers to talk about how best to help the students 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:
 - Mental Health in Primary Schools (MHiPS) teacher and/or the Wellbeing and Engagement Team
 - [Student Support Services](#)
 - other Department programs and services such as the [Disability Inclusion Program](#), [Mental Health toolkit](#) and [LOOKOUT](#)
 - appropriate external supports such as council-based youth and family services, other allied health professionals, [headspace](#), child and adolescent mental health services or The 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 Plan in collaboration with the student and their family
- linking culturally and linguistically diverse families with translation and interpreter services and connecting them with relevant local support services
- engaging with our regional KESOs who ensure culturally responsive support and resources are available for Aboriginal and Torres Strait Islander students
- 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

Gamadji Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The student Wellbeing and Engagement Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Gamadji 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.
- 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 and School Philosophy* 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/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 and School Philosophy*.

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 and our *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Gamadji Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers 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, restorative, trauma informed 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.

The Principal of Gamadji 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

Gamadji Primary School values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents/carers by:

- Maintaining an open, respectful line of communication between parents/carers and staff, supported by our *Communication with School Staff Policy*.
- Ensuring that all parents/carers have access to our school policies and procedures, available on our school website
- Providing translation and interpreter services
- Providing parent/carer volunteer opportunities so that families can contribute to school activities, including inviting them to participate in the celebration of cultural events and festivals
- 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

Gamadji 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.

Gamadji 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 is communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in our staff manual
- Included in staff and volunteer induction processes
- Included as an annual reference in our school newsletter
- Made available in hard copy from school administration upon request

Our school also ensures 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 and resources 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](#)
- [Koorie Education](#)
- [Preventing and Addressing Racism in Schools](#)
- [Multicultural education programs and resources](#)

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
- Complaints Policy
- Action Plan Aboriginal Learning, Wellbeing and Safety
- Communication with School Staff

POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 1 2026
Consultation	Consultation period 6/3/26-13/3/26
Approved by	Principal
Next scheduled review date	Term 1, 2028*

* The *Student Wellbeing and Engagement policy* will be reviewed earlier if a significant incident occurs or due to legislative changes.