



Student Engagement & Inclusion Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
*Student Engagement Policy Guidance***

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

SCHOOL PROFILE

Iramoo Primary School is located in the City of Wyndham in Melbourne's rapidly growing outer western suburbs. The school is well established, has excellent facilities and has provided outstanding education for local children since 1978. Iramoo has a tradition of promoting student excellence in literacy and numeracy. The school currently also provides students with specialised classes in Music, Physical Education, Visual Arts, Spanish language and STEM. We currently have a 1:1 iPad program for all students in Years 4 – 6. All students from Prep to Year 3 are also provided with a shared school iPad/laptop to enhance student learning at school. The purpose of Iramoo Primary School is to **create an environment in which children thrive** and all available human and physical resources are devoted to this goal.

Our current enrolment number is approximately 527 in 2026. Enrolments have declined over recent years as housing estates expand and new schools have been established to cater for the population expansion.

Iramoo is a richly diverse community where our students develop strong intercultural understandings, tolerance and respectful relationships with others. Our school has one of the highest enrolments of Indigenous students in Wyndham. We have students in the school in various year levels who receive funding from the Department of Education (DE) for the Program for Students with Disabilities and Disability and Inclusion. These students are assisted and supported by Education Support Staff. Our school also works in partnership with carers, allied health and other community-based services to provide the necessary supports and interventions to a large number of children in out of home care living arrangements.

Our school is very purposeful in its approach to staffing, aiming to build a team of teachers and support staff who are committed to our school priorities and values. We recruit teachers who have an empathy with our community and an understanding of the needs of our students. We also encourage teachers to work in partnership with the parent/carers. Teachers at Iramoo Primary School are expected to foster and support the home/school relationship. A team approach is strongly supported by the school leadership. The timetable is structured to allow collaboration, shared planning and promotion of Professional Learning Communities (PLCs). Great emphasis is placed on professional learning to ensure that all staff members have opportunities to enhance their skills and knowledge.

Our school focus is on supporting students' ability to learn and grow by ensuring that every child is engaged in their own learning. Our students are encouraged to strive for personal best in all that they do and to develop the skills to live a happy and healthy life, physically, socially and emotionally.

Students' health and wellbeing are of prime importance and underpin all aspects of life at Iramoo Primary School. The provision of teaching and learning programs cater for the individual needs of all of our students. Our school supports the achievement of each student's full potential in all essential learning areas with a particular emphasis on literacy and numeracy. This is achieved with a strong focus on developing effective teaching practices. We develop teacher capacity through mentoring and coaching and using data as evidence for all of our improvement strategies (e.g. parent, student and staff opinion surveys).

WHOLE-SCHOOL INCLUSION STATEMENT

Iramoo Primary School provides opportunities for all students to reach their full potential academically, socially, emotionally and physically. We encourage students to be engaged in their learning, to become socially competent and life-long learners in a safe, caring and positive environment. We promote a comprehensive curriculum which focuses on equality for all children from all backgrounds across all year levels.

Our purpose is to create an environment in which all children thrive and we believe:

- that in all aspects of the working environment, we treat each other with respect, tolerance and display positive attitudes
- in high expectations, encompassing a relevant and challenging curriculum based on students' individual differences
- a professional attitude is required in all activities throughout the school
- in the value of our partnership with the school community in developing the learning environment of each child
- that co-operation and teamwork are essential elements of a successful school
- in the provision of a safe and secure environment being a priority for all
- in a whole school approach to gender equality and respectful relationships.

Our school has implemented many programs, policies, initiatives and services to support student wellbeing, encourage attendance and cater for a diversity of needs. Students are encouraged to be involved in many extracurricular activities which extend their talents, engage their interests and support their needs. Whole school programs promote student connectedness to their peers and connectedness to the school community as well as respect and gender equality.

Teachers at Iramoo Primary School identify the needs, talents and interests of the children in their class and are aware of the appropriate programs, teaching strategies and school procedures that cater for and support their students' needs. Our students have the opportunity to participate in our school choir and band, Art Enrichment and private music lessons. A range of sporting activities are on offer to our students. Preschool aged children enrolled at our school participate in an extensive Prep Transition program. They are invited to attend school for at least five one-hour sessions throughout Term 4 prior to beginning school.

We have employed a Mental Health and Wellbeing Leader (MHWL) who work across the school to implement a whole-school approach to mental health and wellbeing.

The MHWL leader:

- builds the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in the classroom
- coordinates targeted mental health support for students by working with regional staff, school wellbeing and leadership teams, teachers, parents/carers, and external agencies
- advocates for student voice and agency in their wellbeing and mental health needs.

Each year we train up to 30 Year 5 and 30 Year 6 student leaders in the PLAY program to lead safe and fun activities with younger students during recess and lunch breaks. At Iramoo our senior student leaders run lunchtime games at recess and lunchtime for our students in Years 1 – 4. The structured sessions promote confidence, relationship skills, inclusion and belonging. PLAY encourages physical activity, social skills and cooperation among primary school students of all ages and abilities.

Our students have access to referrals to DE Student Support Services as well as a speech pathologist and occupational therapist. We also employ a school chaplain 4 days per week to provide support in student engagement and social and emotional wellbeing. Our chaplain offers lunchtime programs including Lego club and Mindfulness activities. Special support programs are conducted for students with disabilities or impairments and for students learning English as an Additional Language. Children with special talents and interests are also catered for through individual programs that challenge them and extend their strengths such as the High Performing Abilities Program and Robotics.

RIGHTS AND RESPONSIBILITIES

At Iramoo Primary School every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. As a school community we are familiar with and adhere to the following Acts and Legislation.

[Equal Opportunity Act, 2010](#)

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The main purposes of this Act are:

- (a) to re-enact and extend the law relating to equal opportunity and protection against discrimination, sexual harassment and victimisation; and
- (b) to amend the Racial and Religious Tolerance Act 2001 in relation to dispute resolution;
- (c) to make consequential amendments to the Racial and Religious Tolerance Act 2001, the Victorian Civil and Administrative Tribunal Act 1998 and other Acts.

[The Charter of Human Rights and Responsibilities Act 2006](#)

The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

Students with Disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations of schools and the rights of students under the [Disability Discrimination Act 1992](#). The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation. As an education provider we make 'reasonable adjustments' to accommodate our students with the nature of the student's disability.

Student Diversity

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](#).

Bullying and Harassment

Definitions

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- it involves a misuse of power in a relationship
- it is ongoing and repeated, and
- it involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](http://education.vic.gov.au) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Iramoo Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyberbullying) or harassment they are able to fully develop their talents, interests and ambitions • participate fully in the school's educational program. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend school regularly • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students • progress through school and be encouraged and supported to take greater responsibility for their own learning and to participate as members of the whole school community.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none">• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none">• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours• ensure their child's regular attendance and punctuality• engage in regular and constructive communication with school staff regarding their child's learning• support the school in maintaining a safe and respectful learning environment for all students• Demonstrate behaviours outlined in the DET Respectful Behaviours within the School Community Policy.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none">• expect that they will be able to teach in an orderly and co-operative environment• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none">• fairly, reasonably and consistently, implement the engagement policy• know how students learn and how to teach them effectively• know the content they teach• know their students• plan and assess for effective learning• create and maintain safe and challenging learning environments• use a range of teaching strategies and resources to engage students in effective learning.• Demonstrate behaviours outlined in the DE Respectful Behaviours within the School Community Policy.

Iramoo Primary School has developed a comprehensive range of policies which help educate our students, staff and parents about their rights and responsibilities. These documents include:

Bullying Prevention policy	Children's Health and Wellbeing policy
Child Safe – Code of Conduct	Child Safe policies
CyberSafety/eSmart policy	Student Absence Procedures
Attendance/Punctuality policy	Equal Opportunity policy
Student Dress Code	DE Respectful Behaviours with the School Community
Complaints policy	policy
Discipline policy	Respectful Relationships Commitment

Our policies are reviewed on a regular basis. We invite feedback and input from staff, students and parents. Policies are presented, reviewed and ratified by School Council. All policies are available on the school's website at www.iramoops.vic.edu.au

SHARED EXPECTATIONS

Iramoo Primary School actively promotes and encourages positive interaction and shared expectations with the whole school community. Our school has developed in consultation with parents, students and staff, three core values. Our core values are:

RESPECT:

*We treat ourselves, each other and our school with kindness and consideration.
We appreciate individual differences and opinions.*

RESPONSIBILITY:

*We are accountable for one's own actions.
We understand that our actions can affect ourselves and others.*

RELATIONSHIPS:

*We build respectful relationships with others in our playground, classroom, online and in our community.
We help each other improve our learning.*

To promote the understanding of our three core school values, our school has developed Top 10 'Not Negotiable' Social Skills. These social skills make the expectations for students and staff behaviour very clear. They are written in plain language so that they are easy to understand, model and reinforce. The **Top 10 'Not Negotiable' Social Skills** are:

1. Treat others as YOU would like to be treated, in person and online.
2. Speak to everyone in a positive and respectful manner.
3. Appreciate and accept individual differences and opinions.
4. Take responsibility for your own actions, don't blame others.
5. Be honest, don't tell lies.
6. Use a person's name when speaking to them.
7. Listen and do not interrupt when another person is speaking.
8. Use 'Please', 'Thank you', 'Excuse me' and 'Sorry' where appropriate.
9. Do not take or touch people's property without permission, including online accounts and passwords.
10. Behave safely and keep your hands and feet to yourself.

Iramoo Primary School provides an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can engage effectively in their learning and experience success. As a school we believe in and practise:

- Collaborative and inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

SCHOOL ACTIONS AND CONSEQUENCES

All teachers are required to establish appropriate behaviours in the classroom. Consequences for inappropriate behaviour will be sequential and appropriate to the misbehaviour. Each case is treated individually and dealt with according to the circumstances by the appropriate staff. Management of student behaviour is supported through the implementation of various whole school-based strategies and students whose behaviour is deemed at risk will be referred, via school procedures, to the school leadership.

Whole school and classroom practices include:

- appointment of a Mental Health and Wellbeing Leader to support mental health promotion within the school
- implementation of the Respectful Relationships program
- tiered approach to student health and wellbeing
- values education, including participating in the Respectful Relationships Program
- establishing predictable, fair and democratic classrooms and school environments/rules
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating opportunities for them to take responsibility and be involved in decision making and providing opportunities for student voice and agency
- providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviour will be responded to through a staged response, including:

- understanding the student's background and needs
- providing appropriate intervention at the point of need
- ensuring a clear understanding of expectations by students, parents/carers and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- following the school's Discipline policy procedures.

Broader support strategies will include:

- Involving parents/carers
- Involving the Student Wellbeing, Disability Inclusion and Mental Health Leaders and/or Principal
- Mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- Developing individualised learning, behaviour, safety or attendance plans
- Providing broader educational programs, for example camps/outdoor education/creative arts
- Involving community support agencies
- Considering referrals to DE student support services.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in the [Ministerial Order 625 – Suspensions and Expulsions](#)

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>

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Corporal punishment is prohibited and will not be used in any circumstances.

Consequences which may be used prior to suspension include:

Withdrawal of privileges - teachers are permitted to withdraw privileges from students as a logical consequence of breaches of school rules.

Withdrawal from class - if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities. In more severe cases, this student may be required to leave the classroom for a specified period of time. Where appropriate, **parents/carers will be informed of such withdrawals.**

Detention – students will receive after school detentions in accordance with our school's Discipline Policy. During detention appropriate consequences will be given e.g. writing about what they have done and explaining why it is wrong, completing schoolwork, writing an apology letter, writing the school's Top 10 'Not Negotiable' Social Skills and engaging in Restorative conversations.

Where students are required to undertake schoolwork after school, the time should not exceed forty-five minutes.

The Principal/Assistant Principal should ensure that parents/carers are informed at least the day before any after school detention. Where family circumstances are such that the completion of after schoolwork would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

Convening of a support group (see Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

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
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request.

This policy has been approved by the Principal and has been developed in consultation with the wider school community, including the School Council.

Related Policies

- [Attendance](#)
- [Child Safe Standards](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour](#)
- [Bullying Prevention](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Diversity and inclusion in schools](#)
- [Discipline](#)
- [Children's Health and Wellbeing](#)
- [Child Safety and Wellbeing](#)
- [Complaints](#)
- [Yard Duty and Supervision](#)
- [Statement of Values and School Philosophy](#)
- [Mental Health in Primary Schools initiative](#)
- [Disability Inclusion initiative](#)

Policy REVIEW and Approval

Policy last reviewed	April 28, 2026
Approved and ratified by	School Council
Next scheduled review date (2 years)	April, 2028