

STUDENT ENGAGEMENT AND BEHAVIOUR SUPPORT FOR LEARNING

Scope: This policy applies to all in Catholic schools and colleges conducted by Catholic Education - Diocese of Rockhampton (referred to as CEDR in the document).

1. POLICY STATEMENT

It is the responsibility of all members of the school community—staff, students and families—to create safe, inclusive, and culturally responsive learning environments. In such environments, respectful relationships are nurtured and essential supports are provided, enabling students to develop behaviours that help them successfully engage in learning.

2. DESCRIPTION

Through a Catholic education, we contribute to the flourishing of individuals and communities, aligning with God's mission of love, justice, and reconciliation (*Life to the full*, 2024). Recognising each person's inherent dignity, created in God's image, the Gospel accounts of Jesus' interaction with children inspire an appreciation for their unsurpassed and immeasurable value in the Catholic tradition. For every child and young person in Catholic schools we "seek to draw out [their] gifts, address their challenges and enable them to experience fullness of life" (*Life to the full*, 2024).

School cultures with established, consistent, relationally-based and predictable practices and routines, underpinned by trauma-informed principles, provide the foundation of safety and wellbeing and equip young people with the knowledge and skills to flourish. Actively developing personal and social capabilities supports students to regulate their thoughts, emotions and behaviours, to experience connection and belonging, and to take increased responsibility for their own learning.

A consistent whole-school approach to student engagement and behaviour support encompasses social, emotional, and behavioural learning practices, disciplinary responses, classroom management, and student and professional supports. It is built upon leadership, staff capability, family partnerships, reflection and evaluation (Poed & Whitefield, 2020), and is characterised by proactive, preventative, responsive and reparative approaches.

3. IMPLEMENTATION

All school and college communities will:

1. Document and implement procedures for student engagement and behaviour support. These procedures will be culturally responsive, developmentally appropriate, inclusive, trauma informed, and aligned with relevant legislation and CEDR policy, procedures and guidelines.
2. Promote and support student engagement through explicit teaching of expectations, skills and behaviours required for safe, active participation in school communities.
3. Foster evidence-based, learner-centred teaching practices that engage students in learning that is relevant, purposeful, and meaningful for them.
4. Provide opportunities for authentic student agency to enable young people to be active participants in their own education.
5. Record and use valid, reliable data to inform reflection and evaluation for ongoing improvement.
6. Enable staff to develop and refine skills and knowledge about relational and safe learning environments through well-designed, regular professional learning.
7. Acknowledge the value of positive communication and family partnerships in promoting learner engagement and regulated behaviour.
8. Establish timely, consistent, equitable and planned responses to behaviours of concern.
9. When required, develop individualised support plans and follow the CEDR process for accessing intensive support for students demonstrating behaviours of concern.

System-wide resources will be developed to support schools in the implementation of this policy.

4. REFLECTION MATERIAL

CATHOLIC EDUCATION POLICIES AND DOCUMENTS

- [Student Mental Health and Wellbeing Framework](#) v2 2020
- [Mental Health and Wellbeing](#) 2024/11
- [Staff Code of Conduct](#) v7 2025
- [Inclusive Education](#) 2022/07
- [Illicit and Unsanctioned Substances in Catholic Schools](#) 2023/02
- [Student Anti-Bullying](#) 2023/09
- [Information and Communication Technologies](#) 2024/08
- [Pastoral Care](#) 2020/05
- [Student Protection](#) 2025/04
- [Grievance and Resolution \(Parent and Student\)](#) 2025/02
- [Termination of Enrolment of Students](#) 2023/12
- *Managing School Attendance and Absenteeism Procedure* v4 June 2025
- *Restrictive Practices Procedures* v3 May 2025

RELEVANT LEGISLATION

- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [Human Rights Act 2019](#)



REFERENCES

- Australian Council for Educational Research [*School Improvement Tool Elaborations: Student engagement and wellbeing*](#) Queensland Department of Education 2022
- Australian Curriculum, Assessment and Reporting Authority [*Personal and Social Capability*](#) v.9 2022
- Catholic Education Diocese of Rockhampton [*Student Mental Health and Wellbeing Framework*](#) 2020
- Department of Education, Victoria [*Student Engagement Policy*](#) 2023
- Howard, J [*Rethinking traditional behaviour management to better support complex trauma-surviving students*](#) The International Journal on School Disaffection, 12(2), 25-44 2016
- Interaction Disability Services [*What are behaviour support services and how can they help?*](#) 2024
- National Catholic Education Commission [*Life to the Full: The mission and purpose of Catholic schools in Australia*](#)
- National Mental Health Commission [*National Children's Mental Health and Wellbeing Strategy*](#) Australian Government 2021
- Poed, S. & Whitefield, P [*Developments in the implementation of positive behavioural interventions and supports in Australian schools*](#) Intervention in School and Clinic, 56(1), 56-60 2020
- Queensland University of Technology & Australian Childhood Foundation. (n.d.). National guidelines for trauma-aware education. Queensland University of Technology and Howard, J. (2022).
- Trauma-aware education: Essential information and guidance for educators, education sites and education systems. Brisbane, Qld: Australian Academic Press