



Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal.

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.

Maldon 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.

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2. School values, philosophy and vision
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POLICY

1. School profile

Maldon Primary School, established in 1873, stands proudly in the main thoroughfare of Maldon, a historic gold mining town in Central Victoria. Our main school building reflects the heritage and history of our town, Australia's first 'Notable Town'.

Our school currently has about 90 students enrolled, from Prep to Year 6. School families are a mixture of long term local families and families who have moved to the area to "escape the city" and bring their children up in a relaxed, country environment. At Maldon Primary School we endeavour to keep class sizes small (around 20-23 students) and operate composite, multi age classrooms to ensure students get the personalised, individual attention they need to reach their personal best, both socially and academically.

Maldon Primary School has developed close ties to the local community and enjoys support from our local shops and community organisations. The school is always looking for further ways to connect students to the broader community as it strives to provide quality education and enriched experiences for students.

Our school grounds are spacious with a variety of areas for both formal and informal play. These include a football oval, soccer field, basketball court and undercover playground as well as space for imaginative play and childhood games such as chase and downball.

2. School values, philosophy and vision

Maldon Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Student staff and members of our school community are encouraged to live and demonstrate our four core values of respect, integrity, resilience and excellence at every opportunity.

Our school's vision is to ensure students have strong connections to their peers and the local and global community to ensure they have a sense of belonging and can be happy, courageous and confident members of the community.

Our statement of Values and School Philosophy is available online at <http://maldonps.vic.edu.au/policies>

3. Wellbeing and engagement strategies

Maldon 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 summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and 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 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
- teachers at Maldon Primary School use an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Maldon Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Team and other forums including Student Focus Groups. Students are also encouraged to speak with their teachers whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Buddies, school concerts, sporting programs and special days, such as Harmony Day and Reconciliation Week activities.
- students are linked to teachers other than their primary class teacher or the 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 promote students and staff as partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Berry Street Education Model
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- measures are 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

Targeted

- 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 culture
- 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](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment

- 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
- teaching 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- a teacher mentor system is implemented with vulnerable students

Individual

Maldon 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 Education Plan and/or a Behaviour Support Plan
[Individual Education Plans](#)
[Behaviour Support Plans](#)
- 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
[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 Child FIRST/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
- engaging with our regional Koorie Engagement Support Officers
- running regular [Student Support Groups](#) 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

Maldon Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The teaching team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance

student wellbeing. Maldon 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
- student check-in tool
- 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.

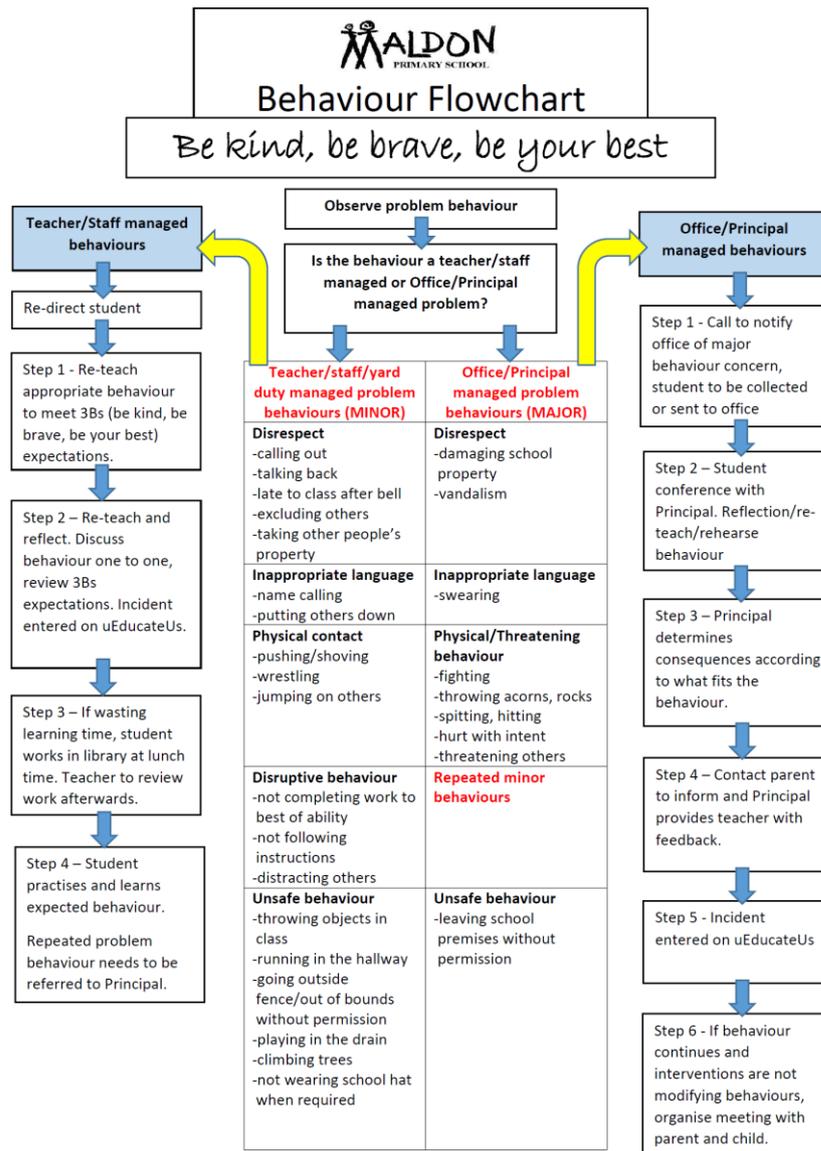
Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

MALDON P.S. SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT MATRIX

	Playground	Sportshed/PE	Online/devices	Toilets	Classroom	Friends, peers	Specialists	Camps, Excursions	Assembly gatherings
Be Kind	<ul style="list-style-type: none"> We use kind words We use the right words, in the right place We play safely We take care of people and things around us. We include others and take turns. 	<ul style="list-style-type: none"> We share equipment We wait our turn We take care of the equipment We use kind words 	<ul style="list-style-type: none"> We take care of the equipment We use kind words online We carry the device carefully 	<ul style="list-style-type: none"> We flush the toilet We wash and dry our hands We respect privacy We look after the building and toilets 	<ul style="list-style-type: none"> We include others We actively listen when someone is speaking We think about people's hearts when we speak We put hands up We use kind words 	<ul style="list-style-type: none"> We think about people's hearts when we speak We use kind words 	<ul style="list-style-type: none"> We share materials and equipment We praise the effort of our peers We use positive self talk about our own work We take turns when sharing ideas and equipment We use kind words We help each other 	<ul style="list-style-type: none"> We include others 	<ul style="list-style-type: none"> We encourage and clap others
Be Brave	<ul style="list-style-type: none"> We tell a teacher if someone is being unsafe or unfair We do the right thing even if no-one is watching 	<ul style="list-style-type: none"> We take responsibility for lost equipment 	<ul style="list-style-type: none"> We ask for help when we need it We tell someone if we don't feel safe online We tell someone if 	<ul style="list-style-type: none"> We tell the teacher if something is broken 	<ul style="list-style-type: none"> We ask for help when we need it. We try new things We don't give up 	<ul style="list-style-type: none"> We get to know other people We work with people we don't know that well We ask for help if we need it 	<ul style="list-style-type: none"> We ask questions when we're unsure We try new things even when we are scared We take responsibility for lost or 	<ul style="list-style-type: none"> We try new things even when we are scared 	<ul style="list-style-type: none"> We present to the audience

	<ul style="list-style-type: none"> We try new games or activities 		a device is broken				damaged equipment		
Be your Best	<ul style="list-style-type: none"> We use and care for any equipment We try our best and play by the rules. We are sunsmart We are good role models 	<ul style="list-style-type: none"> We always return what we borrow We play by the rules 	<ul style="list-style-type: none"> We make safe choices online 	<ul style="list-style-type: none"> We use walking feet 	<ul style="list-style-type: none"> We follow teacher directions the first time. We try our best always We use inside voices We use walking feet We always participate We use classroom time for learning 	<ul style="list-style-type: none"> We think about how we would like to be treated at all times 	<ul style="list-style-type: none"> We persist with our work We take care of specialist materials and equipment We strive to be better than our last try We use walking feet 	<ul style="list-style-type: none"> We stay together as a group 	<ul style="list-style-type: none"> We look at the speaker We actively listen to the speaker We sit on the floor We use walking feet



Behavioural expectations of students are grounded in our school's Statement of Values.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Maldon 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 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:

- quietly warning a student that their behaviour is inappropriate, re-teaching the expected behaviour
- teacher controlled strategies such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Principal
- 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 and Training.

The Principal of Maldon 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

Maldon 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff
- providing parent/carer 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
- providing opportunities for parents to attend parent/teacher interviews
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Maldon 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:

- Attitudes to School student survey data
- Parent Opinion survey data
- uEducateUs behaviour data
- Cases21 attendance and absence data

Maldon 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
- Included in staff induction processes
- Included as annual reference in school newsletter
- 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 and Training 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 and are available on the school website <http://maldonps.vic.edu.au/policies/>:

- Child Safety Policy
- Statement of Values and School Philosophy

- Bullying Prevention Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Consultation	School Council October 19 th , 2022 Newsletter October 11 th , 2022
Approved by	Principal
Next scheduled review date	June 2024