



Student Wellbeing and Engagement Policy

Mornington Park Primary School 5040

POLICY DATE: May 2024

STATUS: Approved by Principal and School Improvement Team June 2024

“Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. Mornington Park Primary School’s (The school’s) Child Safety Code is available on the school’s website.”

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) supports available to students and families
- (d) our school’s policies and procedures for responding to inappropriate student behaviour.

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.

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1. School profile

Mornington Park Primary School (MPPS) is situated in the Tanti Estate in Mornington, 55 kilometres south-east of Melbourne. Mornington Park has a current enrolment of 224 students. We offer two distinct educational streams, Mainstream and Steiner, which, whilst different, share a common purpose and vision for educational excellence. We are renowned for our warm welcome and unique approach to education. We ignite a passion for learning that enables our students to achieve their full potential. We provide a rich learning environment that is engaging, supportive and inclusive, encouraging our students to become confident, creative and to flourish both academically and personally. We cater for a diverse range of student abilities, offering extension and enrichment activities.

Highly qualified and dedicated teaching and education support staff, commit to regularly updating their knowledge and skills, to ensure that they provide Personalised Learning and engaging programs for all students, in accordance with world best practice. Our Literacy and Numeracy programs complement an Integrated, Inquiry Based Approach to learning about the world around us.

At MPPS we believe Performing and Visual Arts are essential components of a balanced curriculum. Learning a musical instrument integrates the use of both sides of the brain. The benefits of participating in music tuition are well documented. Music engages the brain while stimulating neural pathways associated with such higher forms of intelligence as abstract thinking, empathy and mathematics. We provide extensive opportunities for our students by offering tuition in guitar, violin, drums, voice, flute, keyboard and cello. Students are given many opportunities throughout the year to showcase their skills. Teaching the whole child and developing strong connections and relationships with the school community is paramount to achieving the school's vision and goals.

Multimedia is an essential learning tool in the Mainstream classrooms. Students use laptops and iPads. The school curriculum is enhanced through our specialist programs - Visual Arts, P.E., Sport, L.O.T.E (French), Library, Music, Woodwork, Craft and Eurythmy

Integrating the provision of a Paediatrician, Occupational Therapist, Speech Pathologist, and Psychologist based at our school, ensures we are able to provide a wraparound service uplifting the whole child and removing any barriers to learning.

2. School values, philosophy and vision

Mornington Park Primary School's vision states that *'Through a sense of connectedness to peers, teachers and the community, Mornington Park Primary School provides a safe and harmonious learning environment which nurtures the whole child for success in a changing world.'*

Our school values are: Responsibility, Cooperation, Perseverance, Honesty and Kindness. Students are encouraged to develop strong connections with their peers, the school, community and the environment enabling them to become active and informed citizens in a rapidly changing world.

Children and teachers greet each other by their first names at our small school, which is the foundation for building trusting and respectful relationships, a fundamental aspect of quality teaching and student learning. We believe "Respect isn't one way; respect is earned, not assumed, in all walks of life,"

Mornington Park Primary School offers a child centred holistic education which develops an engaging learning environment built on mutual respect and commitment to providing quality outcomes for all students. The school provides a range of educational opportunities to prepare students to be successful, confident members of the global community.

3. Wellbeing and Engagement strategies

Mornington Park Primary School 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 of school), targeted (small group or year level specific) and individual engagement strategies used by our school is included below:

Universal

Whole school strategies to promote positive behaviour, inclusion and engagement:

- high and consistent expectations of all staff, students, parents and carers
- 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 use an agreed instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons in both Mainstream and Steiner classes
- teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- our school's values and school philosophy 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 support students moving into different stages of their schooling
- all staff following the School Wide Positive Behaviour Support program, specifically teaching the school's values, expectations of behaviour and zones of regulation
- teaching of respectful relationships in all class levels
- 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 Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross-age connections amongst students through buddies, school plays, athletics, music programs and peer support programs
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- a whole school student behaviour management plan with consistent outcomes for undesirable behaviours
- breakfast club every morning
- soft starts in the morning to ensure children are calm and ready to learn
- sensory equipment in all classrooms for children to use if needed. All children are taught the benefits of the different equipment
- lunchtime clubs most days derived from student interests
- reading volunteers in classrooms to ensure all children have someone to share reading with

- happy room (indoor supervised play) every play time for children who choose to attend
- parent teacher interviews once a year or when needed

Targeted

Individual or small group strategies to promote positive behaviour, inclusion and engagement:

- individual or small group academic interventions in reading, writing and numeracy
- tutoring program with a focus on numeracy
- social skills programs such as peaceful kids and drumbeat
- Mornington 'School Focus Youth Services' running programs for year 5/6 students
- resilience programs
- occupational therapist and speech therapist conduct observations in classrooms and provide strategies to teachers
- school bus picks up students of a morning that have difficulty getting to school
- school lunches provided to students when needed
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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](#), through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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. Yarning circles are once a fortnight and the school is committed to their ongoing Reconciliation Action Plan
- 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](#)

Individual

Student specific strategies that may be considered and applied on a case by case basis to promote positive behaviour, inclusion and engagement:

- student Support Groups for all students requiring extra support once a term
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- LookOut documents are created and continually updated for OoHC students
- Individual Learning Plans developed for all children requiring intervention or extension
- Behaviour Support Plans developed by teachers and welfare team in consultation with parents when needed
- Disability Inclusion Profiles for children requiring funding for substantial and extensive adjustments
- Paediatric consultations
- Allied support services of psychologist, speech therapist and occupational therapist are encouraged to attend school for private sessions and discuss strategies for the students when applicable
- referral to Orange Door, Headspace or other agencies where needed
- mentor program through Kids Hope
- considering if any environmental changes need to be made, for example changing the classroom set up to support the needs of the individual
- uniforms ordered from States Schools Relief when needed

Where necessary the school will support the student's family to engage by:

- providing a chaplain
- 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 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

Mornington Park PS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Mornington Park PS 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
- student risk screening data
- staff notes on sentral
- sentral data including bus pickups, interventions, allied health involvement, attendance, happy room, negative incidents
- SSSO meetings once a fortnight
- checklists for students with learning concerns
- checklists for students with behavioural concerns
- academic assessments
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- reflection, detention and suspension data
- engagement with families

5. Student's 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 values highlight the rights and responsibilities of members of our community.

Students have the right to:

- feel safe, secure and happy at school
- participate in all curriculum areas and activities provided
- expect a high standard of education
- expect a learning program that meets their individual needs
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation

- express their ideas, feelings and concerns with the understanding that they will be heard and acknowledged (student voice)

Students have the responsibility to:

- participate fully in all educational programs provided to them
- display positive behaviours that demonstrate our school values, respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn
- adhere to the behaviour of expectations
- follow the instructions of all teachers and other staff
- attend school, on time, every day
- take care of their property and the property of others including the grounds of the school

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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families form our Matrix of Expectations as attached. Positive behaviours will be rewarded through our School Wide Positive Behaviour Support token system.

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 the Behaviour Management 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, Mornington Park PS will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents 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 are 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.

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 Mornington Park 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

Mornington Park PS 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 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, supported by our Communication with Parents/Carers policy and Community Satisfaction policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in school decision making through School Council and Sub Committees
- including families in Student Support Group meetings, and developing individual plans for students

8. Evaluation

Mornington Park PS 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
- Reflection data
- School Wide Positive Behaviour Support data
- school reports
- parent survey
- CASES21
- Student Online Cases System
- Disability Inclusion Profiles
- Feedback – formal and informal

Mornington Park 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.

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Available on school's Sentral app
- Included in staff induction processes
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 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](#)

9. Related policies

- Behaviour Management Policy
- Bullying Prevention Policy