



STUDENT WELLBEING AND ENGAGEMENT POLICY

MILDURA SOUTH PRIMARY SCHOOL



Help for non-English speakers

If you need help to understand the information in this policy please contact Mildura South Primary School on 50232148.

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.

Mildura South 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
7. Engaging with families
8. Evaluation



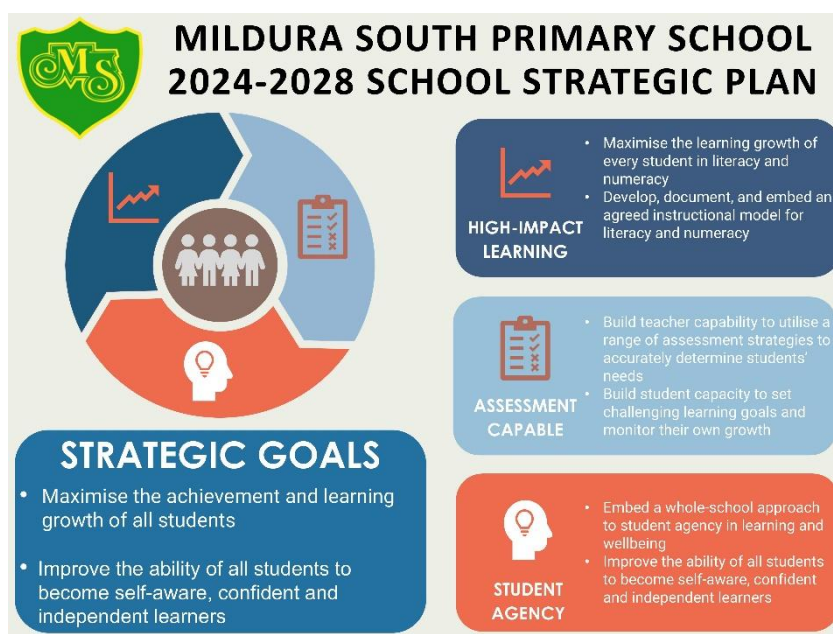
POLICY

School profile

The current enrolment for Mildura South Primary is 470 students. Our staff consists of 1 Principal, 2 Assistant Principals, and 4 Learning Specialists. We have 22 classroom teachers, 7 specialist teachers, 4 administration staff and 25 Education Support Officers (Student Learning). We have a full time IT technician and a Maintenance/Grounds Keeper.

Mildura South Primary School has the Strategic Goals of:

- Maximise the achievement and learning growth of all students.
- Improve the ability of all students to become self-aware, confident and independent learners.



School values, philosophy and vision

Mildura South Primary School vision is

We bring our best selves to school and love the work that we do, striving for high-impact and excellence in learning and wellbeing.

Mildura South Primary School's mission is:

- All students can achieve high standards given the right time and the right support
 - All teachers can teach to high standards given time, coaching, professional learning and the right assistance
 - High expectations, teaching to the point of need and early ongoing intervention are essential
 - All leaders, teachers and students can articulate what they are learning and what success looks like
- Clarity Lyn Sharratt 2019**



In order to achieve this mission we: **Will Master The TRICK for Success.**

TRICK

Teamwork

Respect

Integrity

Courage

Kindness

Wellbeing

The Wellbeing/Special Education Leading Teacher supports all students and staff across the entire school. There is a strong emphasis on maintaining a safe, secure, welcoming and stimulating environment that encourages successful learning.

We respect and value all of our students' voices, stories, cultures and backgrounds. Self-awareness and self-regulation are modelled, taught and lived in our school community, through The Zones of Regulation model.

Well Being Space

A Wellbeing Space is located in our BOB (Be Our Best) building for students who require additional support, understanding and care. Here:

- Students understand that technology is not used in the Wellbeing Space.
- Students use the Wellbeing Space to self-regulate and calm.
- There are 4 main spaces in the Wellbeing Area – The quiet room (no lights on, couches, calm music, door that cannot lock), the table areas (students may draw, colour in, play with Lego or Playdough), the general area (couches, armchair) and the Breakfast Club Area.
- We have high expectation relationships, honouring all cultures with an inclusive approach to students within all curriculum areas.
- The Respectful Relationships Program that is taught from Foundation-Grade 6 builds an emotional resilience in our students, where individuals are respected and help seeking is an explicit strategy that we value and teach daily.

Engagement strategies used by our school are included below:

- High and consistent expectations of all staff, students and parents and carers
- Positive relationships between staff and students are prioritised, 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 Mildura South 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 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 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 an individual level, contacting parents daily if there is an unexplained absence.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and Student Leadership Meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Opportunities for student inclusion (i.e. sports teams, choirs and Performing Arts)
- 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. We are proud of our 'Get Help' culture.
- 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
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school, embracing translator services.
- We support learning and wellbeing outcomes of students from refugee backgrounds
- We provide a positive and respectful learning environment for our students
- 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, 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
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)



Identifying students in need of support

Mildura South School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Teacher plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Mildura South 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
- Engagement with families
- Working with Lyndal Andrews, who is the network Inclusion Outreach Coach.

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.

1. Student behavioural expectations

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.



When a student acts in breach of the behaviour standards of our school community, Mildura South School 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures.

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 and/or supports 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
- reflection walking time with a yard duty teacher
- referral to the Year Level Coordinator
- creation of Positive Behaviour Support Plans
- creation of Safety Plans
- 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 Mildura South 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.

Engaging with families

Mildura South 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 and staff, supported by our Communicating with School Staff policy.
- Conducting Partners In Learning Meetings each term
- providing parent 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
- including families in Student Support Groups, and developing individual plans for students.

2. Evaluation

Mildura South 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
- school reports
- parent survey
- case management
- student voice
- CASES21, including attendance and absence data

Mildura South 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
- 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 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](#)



- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	30-10-25
Consultation	School Council
Approved by	Principal
Next scheduled review date	30-10-27