

MOUNT BEAUTY



PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on (03) 57544354 or mount.beauty.ps@education.vic.gov.au

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.

Mount Beauty 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
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Mount Beauty Primary School is a Prep to 6 co-educational school nestled in the subalpine region of North East Victoria. Our school is part of the Upper Kiewa Valley Cluster with three other primary schools, one secondary college and an outdoor education centre. We are active members of the Alpine/Towong Network.

Most of our student population is drawn from families involved in tourism, farming, local businesses and services. Approximately 96% of our students have English as their first language. The other 4% consists of families from India, China and Thailand. 2% of students identify as Aboriginal.

In 2022 school enrolments are 149 Prep -Year 6 students. Our school workforce consists of a Principal, 2 part-time Administration staff, ten full or part-time teachers, and eleven part-time/casual educational support staff. We run an Outside School Hours Care service (OSHC) across three local primary schools, which provides support for working families and allows children to maintain sporting and other commitments. OSHC employs a full-time manager and approximately 18 casual staff.

Community involvement is encouraged within the school and the school's education programs are well supported by volunteers that include extended family and community members. Community involvement includes fundraising, improving facilities, financing school priorities set by School Council and fostering social links. Our rural community is a vibrant one, and includes alpine activities, sporting clubs, and a diverse range of arts and music.

2. School values, philosophy and vision

Our whole-school expectations:

Respect for Self, Respect for Others, Respect for the Environment

Our values:

Pride: strive to do and be your best; follow the school rules and uphold school values; care for equipment, resources and the school environment

Kindness: be positive and polite in your words and actions; help others; demonstrate respect for the rights of others, including the right to learn; accept and respect differences

Resilience: take responsibility for your behaviour and choices; control your emotions; be safe – act responsibly and sensibly; try to resolve problems

Our philosophy:

To provide a happy, safe and engaging learning environment in which all members of the school community can develop their full potential.

Our vision:

To empower our students to embrace learning, act with kindness, demonstrate resilience and take pride in themselves, their school and community.

3. Wellbeing and Engagement strategies

Mount Beauty 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/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
- deliver a broad curriculum to ensure that students are able to engage in programs that are tailored to their interests, strengths and aspirations
- teachers at Mount Beauty Primary School use the school's instructional framework to provide an explicit, common and shared model of instruction to ensure that evidence based, high yield teaching practices are incorporated into all lessons
- teachers at Mount Beauty 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 and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents/carers 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
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents/carers
- student attendance is monitored and attendance improvement strategies are implemented 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 and Principal whenever they have any questions or concerns.
- opportunities for cross—age connections amongst students are created through special events, athletics, music programs, buddies and other peer support programs
- all students are welcome to self-refer to any staff member 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 have an 'open door' policy where students and staff are partners in learning
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

- as a SWPBS school, we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Resilience, Rights and Respectful Relationships
 - Resilience Project
- 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

- our leadership team, in conjunction with all 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
- Koorie students are supported to engage fully in their education and in a positive learning environment that understands and appreciates the strengths of Aboriginal and Torres Strait Islander culture
- our English as additional 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
- 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](#)
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- regular opportunities for staff to share concerns are provided by the inclusion of a 'Student Welfare' section in staff meeting agendas
- 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 Education Plan (IEP) and a Student Support Group (SSG), and being referred to Student Support Services for an Educational Needs Assessment
- students in Year 6 are provided with leadership opportunities, such as taking responsibility for running assemblies and other school events
- students at all year levels will be recognised and rewarded for their academic, sporting, social or emotional achievements

Individual

Mount Beauty Primary School implements a range of strategies that support and promote individual engagement. These can include:

- [Program for Students with Disabilities](#)
- referral to [Student Support Services](#)
- referral to Orange Door (ChildFirst), Headspace [headspace](#)
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances

- meeting with the student and their parents/carers to talk about how best to help them engage with school
 - [Student Support Groups](#)
 - [Individual Education Plans](#)
 - [Behaviour - Students](#)
 - [Behaviour Support Plans](#)
 - [Mental health toolkit](#)
 - [LOOKOUT](#)
- developing an Individual Education Plan and/or a Behaviour Support Plan
- 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
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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 Plans 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

Mount Beauty Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team, classroom teachers and support staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Mount Beauty 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
- 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 and parents/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, 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.

Shared Behaviour Expectations

Values	All Settings	Classroom	Outside	Ovals	Toilets
RESPECT	<ul style="list-style-type: none"> ➤ Use respectful and appropriate language ➤ Follow agreed rules ➤ Use equipment properly ➤ Personal space 	<ul style="list-style-type: none"> ➤ Let others learn ➤ Actively participate ➤ Come to class ready to learn 	<ul style="list-style-type: none"> ➤ Respect nature ➤ Use equipment safely and properly ➤ Keep equipment in the area it's intended ➤ Care for the equipment 	<ul style="list-style-type: none"> ➤ Clear game rules 	<ul style="list-style-type: none"> ➤ Wipe – Flush - Wash - Leave ➤ Turn the taps ➤ I use toilet paper correctly.
KINDNESS	<ul style="list-style-type: none"> ➤ Display good sportsmanship ➤ Celebrate success ➤ Treat other as you wish to be treated. 	<ul style="list-style-type: none"> ➤ help others in need 	<ul style="list-style-type: none"> ➤ Share produce ➤ Share equipment 	<ul style="list-style-type: none"> ➤ Include others ➤ Modify game if needed 	<ul style="list-style-type: none"> ➤ Give people privacy.
PRIDE	<ul style="list-style-type: none"> ➤ Place all rubbish in the bin ➤ Wear school uniform correctly ➤ We are punctual to class ➤ Use appropriate voice level. 	<ul style="list-style-type: none"> ➤ Do your best ➤ Use class time efficiently 	<ul style="list-style-type: none"> ➤ Care for the garden ➤ Keep sand in sandpit ➤ Report damaged equipment ➤ Keep area neat and tidy 	<ul style="list-style-type: none"> ➤ Return all equipment and belongings 	<ul style="list-style-type: none"> ➤ Keeping it clean. ➤ Use the cubicle by myself.

RESILIENCE	<ul style="list-style-type: none"> ➤ Try to solve small problem yourself ➤ Ask for help when needed ➤ Bounce back from situations. ➤ Take responsibility for my actions and words. ➤ Have a positive mindset 	<ul style="list-style-type: none"> ➤ Attempt challenging tasks ➤ Problem solve in learning ➤ Ask 3 before teacher ➤ Ask for help when needed. 	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ Take a break when needed 	<ul style="list-style-type: none"> ➤ Use toilets during break time
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Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents/carers and approach a trusted teacher or the Principal. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and shared expectations. Student bullying behaviour will be responded to consistently with Mount Beauty Primary School's Bullying Prevention policy.

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, Mount Beauty Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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:

- 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
- withdrawal of privileges
- referral to Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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 Mount Beauty 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

Mount Beauty Primary School values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents/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
- including families in Student Support Groups and developing individual education plans for students.

8. Evaluation

Mount Beauty 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:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Mount Beauty 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
- 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:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Consultation	Presented to School Council 27 th July, 2022
Approved by	Principal
Next scheduled review date	July 2024