



MONMIA PRIMARY SCHOOL  
- Learn and Achieve -

# Student Wellbeing and Engagement Policy

Monmia Primary School

This policy was last ratified by School Council in: June 2022  
School Council President: Amanda Deakin

## Rationale

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.

Monmia 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 student wellbeing and student learning outcomes are closely linked.

This policy applies to all school activities, including camps and excursions.

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## Aim

The aim 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.
- provide 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.
- acknowledge that student wellbeing and student learning outcomes are closely linked.

### School profile

Monmia Primary School, located in the Keilor Downs, is a Prep to Year 6 school with 192 students. The School Family Occupation is 0.5694 and the Student Family Occupation Education is 0.4575 that indicates that over one third of the students come from low socioeconomic backgrounds. The cultural backgrounds of the school community are diverse with many different languages other than English spoken at home. We are proud of our diversity and inclusive school community and embrace inclusion.

The staffing consists of a strong principal class team of 1.0 Principal, 1.0 Assistant Principal for Student Engagement and Wellbeing and 1.0 Assistant Principal for School Improvement. The school is organised into teaching teams for the primary year levels that is Prep, Year 1/2, Year 3/4 and Year 5/6. Specialist classes are delivered in Physical Education, Visual/Performing Arts and Science, Technology, Engineering, The Arts and Mathematics (STEAM). In addition, the school implements the 0.6 Tutor Learning Initiative. Education Support Staff include 2.0 EFT Integration Aides who support a range of funded students, 1.9 Administration Staff as well as a 0.2 digital learning technician.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically, emotionally and socially.

### School Values, Philosophy and Vision

Monmia is a school of high expectations and high performance where the focus is on continuous school improvement to ensure improved student outcomes.

The school motto of 'Learn and Achieve' is evident in the way the school works together to progress all learners.

Our mission is to learn and achieve with excellence, developing creative learners who will think, act and contribute positively to the world now and in the future.

Our vision is:

*Loving to Learn  
Learning to Live  
Being the Best*

Our core school values are Acceptance, Caring, Friendliness, Honesty and Respect.

The school philosophy states:

- We are a community of dedicated and passionate learners working in a dynamic and collaborative environment.
- We are focused on social, emotional and academic growth so that our students demonstrate resilience, responsibility and make informed choices.
- We serve our students so they will all learn and achieve at high levels.
- We are committed to building strong relationships with our families, embracing equality and diversity.
- We employ staff who are quality educators, committed to their own and student learning, taking collective responsibility for all our students. Our staff works in a collaborative culture in high performing teams ensuring all students achieve their individual goals, in a positive and safe learning environment. Our students are happy and engaged, taking active responsibility for their learning. We acknowledge and celebrate individual and whole school success.

### Wellbeing and Engagement Strategies

Monmia 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, belong and included. 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 guardians
- 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/guardians 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 and robust curriculum based on the Victorian Curriculum
- teachers implement the Monmia 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
- teachers at Monmia 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, parents and guardians 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 and those transitioning in and out of the school throughout the school year
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents and guardians by presenting Student Awards and BucketFillers
- 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 Junior School Council
- Students are also encouraged to speak with their teachers, Year Level Teaching and Learning Leaders, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through the Year Prep-Year 3/4 buddy program and peer support programs
- all students are welcome to self-refer to the Student Engagement and Wellbeing Assistant Principals and 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
- The school is a proud 'Be You' School and implement a wide range of wellbeing programs which include:
  - The Resilience, Rights and Respectful Relationships Program
  - BounceBack – Wellbeing and Resilience Program
  - Restorative Practices
  - Bucketfilling Philosophy
  - CASEA Program
- Programs and in school experiences support the range of focuses
- opportunities for student inclusion such as elected roles including school captains, house leaders, junior school council and monitors for each home group
- opportunities for students to participate in a range of sports teams, clubs, recess and lunchtime activities including The Happy Place held each lunchtime
- buddy program and peer support programs
- 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**

- each Professional Learning Community is responsible for the monitoring of the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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 – refer to our Monmia Action Plan Aboriginal Learning, Wellbeing. All students identified as Koorie have an Individual Education Plan and a Student Support Group (SSG) meeting each term. The Koorie Engagement Support officer is invited to these SSG meetings.

- 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 including through
- newly arrived non English speaking students have dual enrolments and are supported by the school and the Western English Language School.
- we support learning and wellbeing outcomes of students from refugee background.
- 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 Education 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, have an Individual Education Plan and , student support group meetings each term
- The BounceBack Program's focus will be presented to the students at the whole school assembly and through the school newsletter.
- all staff will participate in regular professional learning targeted at understanding the diverse range of learners and effective strategies to implement
- 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](#)

### **Individual**

The following strategies will be implemented for individual students when applicable:

- **Student Support Groups** will be held each term for students on the Program with Disability, Out of Home Care Students, Aboriginal and Torres Strait Islander students, students with attendance concerns and those requiring additional support
- **Individual Education Plans** will be developed for students on the Program with Disability, Out of Home Care Students, Aboriginal and Torres Strait Islander students, students on the Tutor Learning Program, students with attendance concerns and those requiring additional support
- **Behaviour Plans and Play Plans** for students requiring additional support developed in conjunction with the families and the Student Support Service Officers Students
- **Student Support Services** from the Keilor/St Albans network will be engaged to support the school and the students in managing complex social/ emotional and/or behaviour concerns.
- **State School Relief** applications are submitted to support specific students with essential uniform and some other school resources where families are experiencing financial distress.
- **External Allied Health Professionals** in collaboration with the family

The school liaises with the following Department of Education and other agencies to support students, families and staff as appropriate such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [LOOKOUT](#)
- [Department of Fairness, Families and Housing \(DFFH\)](#)
- [Child First](#)

Monmia 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/guardian to talk about how best to help the student engage with school
- 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 family services, other allied health professionals, headspace, child and adolescent mental health services or Child FIRST

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 Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability and funded on the program for students with disabilities
  - in Out of Home Care
  - with an Aboriginal and Torres Strait Islander Background
  - with other complex needs that require ongoing support and monitoring.

### **Identifying Students in Need of Support**

Monmia Primary School 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 help identify students in need of support and enhance student wellbeing. Monmia 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, time-out and suspension data
- engagement with families
- self-referrals or referrals from peers
- Notifications from Department of Fairness, Families and Housing (DFFH)

### **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 guardians 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 guardians 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.

### **Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values/Student Code of Conduct.

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, Monmia Primary School will implement a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/guardians 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, preventative and non-punitive interventions to support student behaviour before considering disciplinary measures such as time-out, withdrawal from class or suspension.

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 to another classroom to complete a restorative practices reflection
- referral to a Principal Class Officer
- restorative practices conference
- time out during recess or lunchtime
- 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 Monmia 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.

### **Engaging with Families**

Monmia Primary School values the input of parents and guardians, 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 guardians in our school community.

We work hard to create successful partnerships with parents and guardians 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.
- 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 Group Meetings, and developing individual education plans for students.

### **Evaluation**

Monmia 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 recorded on Sentral
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Monmia 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/guardian 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

For further details refer to the Monmia Primary School policies page [here](#)

Evaluation

The program leaders will review this policy as part of the school review cycle.

Policy Last Reviewed

June 2022

Approved By

Principal

Consultation

June 2022

Next Scheduled  
Review Date

June 2024. Every 2 years