

Student Wellbeing and Engagement Policy

This policy was last presented to School Council in September 2025



Help for Non-English Speakers

If you need help to understand the information in this policy, please contact the school office on 9364-1007.

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. 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.

We acknowledge that student wellbeing and student learning outcomes are interrelated.

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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Scope

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

Implementation

School profile

Monmia Primary School, located in the Keilor Downs, is a Foundation to Year 6 school with 179 students. The Student Family Occupation Education is 0.4152 that indicates medium socioeconomic disadvantage. The cultural backgrounds of the school community are diverse with many different languages other than English spoken at home. We are proud of our diverse school community and embrace inclusion.

The school has a Principal and a Teaching and Learning Assistant Principal. The school is organised into Foundation, Year 1/2, Year 3/4 and Year 5/6 teaching teams. Specialist classes are delivered in Physical Education, Visual Arts, Performing Arts and Science, Technology, Engineering and Mathematics (STEM). In addition, the school implements the Tutor Learning Initiative three days per week. Education Support Staff include Integration Aides who support a range of funded students with additional needs, Administration Staff, including a 0.6 Business Manager, 0.2 Attendance Officer and a full-time Office Manager. The school has a 0.2

Digital learning technician.

We 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 learning outcomes.

The school motto of 'Learn and Achieve' is evident in the way the school collaborates 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 Respect, Responsibility and Safety.

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 work 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, and have a strong sense of belonging and inclusion. 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 tier 1 universal strategies for all students, tier 2 strategies for some students and tier 3 strategies for a few students is included below:

Tier 1 Universal Supports for ALL students

The following strategies will be provided for ALL students:

- Establish high and consistent expectations of all staff, students and parents and guardians.
- Develop positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Create a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- Welcome all parents/guardians and be responsive as partners in learning.
- Analyse and be responsive to a range of school data such as Attendance, Attitudes to School Survey, Parent Opinion Survey data, student management data and school level assessment data.
- Deliver a broad and robust curriculum based on the Victorian Curriculum 2.0.
- Implement the Monmia Instructional Model to ensure an explicit, common and shared understanding of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- Implement a 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.
- Incorporate the school's Statement of Values and School Philosophy into our curriculum and achievements celebrated.
- Plan 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.

- Acknowledge positive behaviour and student achievement in the classroom, out in the yard and shared at school assemblies, communicating to parents/guardians by presenting Student Awards and BucketFillers.
- Monitor and implement a range of student attendance strategies at a whole-school, cohort and individual level.
- Provide students with opportunities to contribute to and provide feedback on decisions about school operations through Junior School Council.
- Encourage students to speak with their teachers, Teaching and Learning Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- Increase opportunities for cross-age connections amongst students such as the Foundation-Year 3/4 Buddy Program.
- Encourage students to self-refer to the Assistant Principal and Principal if they would like to discuss a particular issue or feel they may need support of any kind.
- Promote an 'open door' policy where students, staff and families are partners in learning.
- Implement a range of community events through the 'Be You' initiative to build a mentally healthy community such as the Twilight Picnic at the start of the year to bring the community together or through the Multicultural Lunch to celebrate diversity through food, music and traditions.
- Implement a Social and Emotional Learning Program through the use of the following programs, presented at the whole school assembly and in the newsletter:
 - The Resilience, Rights and Respectful Relationships Program
 - BounceBack – Wellbeing and Resilience Program
 - CASEA Program
 - Restorative Practices
 - Bucketfilling Philosophy
- Implement the School Wide Positive Behaviour Support (SWPBS) improvement Framework to build safe, predictable and positive learning environments outlining expected behaviour and acknowledging behaviour aligned to the school values.
- Implement programs and in school experiences to enrich a range of learning experiences.
- Provide opportunities for student leadership opportunities such as School Captains, House Leaders and Junior School Council and through rotating classroom monitors for each home group.
- Plan for opportunities for students to participate in a range of sports teams, clubs, The Happy Place held each recess and lunchtime.
- Empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Tier 2 Supports for SOME students

The following strategies are provided for SOME students:

- Monitor the health and wellbeing of students as a Professional Learning Community, and act as a point of contact for students who may need additional support.
- Implement Student Support Group Meetings each term for students on the Program with Disability, Disability Inclusion, Out of Home Care Students, Aboriginal and Torres Strait Islander students, students with attendance concerns and those requiring additional support. Invite a range of external support staff to attend to strengthen the team around the learner.
- Implement Individual Education Plans each term for students on the Program with Disability, Disability Inclusion, Out of Home Care Students, Aboriginal and Torres Strait Islander students, students with attendance concerns and those requiring additional support through the Tutor Learning Program.
- Support Koorie students 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 Action Plan Aboriginal Learning, Wellbeing. All students identified as Aboriginal and/or Torres Strait Islander, 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.
- Support students with English as an additional Language to feel safe and included through our EAL in class program.
- Enable dual enrolment for newly arrived non English speaking students have dual enrolments at the school and at the Western English Language School.
- Support the learning and wellbeing outcomes of students from refugee background through the development of Individual Education Plans.
- Provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department of Education Policy on [LGBTIQ Student Support](#).

- Support all students in Out of Home Care in accordance with the Department of Education 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.
- Support students with a disability to be able to engage fully in their learning and school activities in accordance with the Department of Education 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.
- Train staff in regular professional learning targeted at understanding the diverse range of learners and implement effective evidence-based practices.
- Enrol and support International Students under the Department of Education's international student program in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- Expand the team around the learner by collaborating with External Allied Health Professionals and the family to support students with additional needs.

Tier 3 Supports for A FEW students

The following strategies will be implemented for a FEW students when applicable:

- Implement a range of plans in collaboration with families and the Student Support Service Officers such as Behaviour Plans and Play Plans.
- Refer student with complex social, emotional or behaviour concerns to the Keilor/St Albans Student Support Services Officers.
- Apply for State School Relief support for students needing essential school uniform and some other school resources where families are experiencing financial hardship.

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

- [Students with Disabilities \(PSD\)](#) and [Disability Inclusion](#).
- [Mental health toolkit](#)
- [LOOKOUT](#)
- [Department of Families, Fairness and Housing \(DFFH\)](#)
- [Orange Door](#)

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

- Building positive and constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent/guardian to discuss strategies to engage the student at school
- developing an Individual Education Plan with a clear set of goals and strategies and monitoring it each term.
- considering the physical learning environment and making reasonable adjustments to accommodate student needs
- referring the student to:
 - school-based wellbeing supports
 - Keilor/St Albans Student Support Service Officers
 - appropriate external supports such as Department of Families, Fairness and Housing, Allied Health professionals, Headspace, The Royal Children's Hospital Child and Adolescent Mental Health (CAHMS) services or Orange Door.

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

- being responsive and sensitive to changes in the student's circumstances, health and wellbeing
- collaborating with any external Allied Health professionals, services or agencies that are supporting the student in partnership with the family
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family when attendance concerns arise
- engaging with the Keilor/St Albans Koorie Engagement Officer to support students with an Aboriginal and/or Torres Strait Islander background
- implementing Student Support Group meetings each term for students:
 - with a disability and funded on the Program for Students with Disabilities or Disability Inclusion
 - 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 to help identify students in need of support and enhance student wellbeing. Monmia Primary School will utilise the following information and tools to identify students:

- 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
- Sentral Management System data including behaviour incidents, time-out and suspension data
- engagement with families
- collaborating with Student Support Service Officers
- using tools such as the Antecedent, Behaviour, Consequence (ABC) and the Mental Health Continuum (BeYou)
- self-referrals or referrals from peers
- notifications from Department of Families, Fairness 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 and in the Student Code of Collaboration. Explicit behaviours aligned to the school's values of respect, responsibility and safety are outlined in the Behaviour Matrices for classroom and non-classroom settings.

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 of Education 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 and implements a range of restorative practices, positive, preventative and non-punitive interventions to support student behaviour before considering disciplinary measures such as time-out outside, time-out inside, walking with teacher on yard duty, 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 verbally that their behaviour is inappropriate
- requesting the student moves to another place within the classroom
- requesting the student moves to another classroom to complete a restorative practices reflection then returning to class
- restorative practices conference
- time out during recess or lunchtime
- behaviour support and intervention meetings
- referral to a Principal Class Officer
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department of Education 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 Monmia Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES 21.

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 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 are committed to creating 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/guardians and staff, supported by our Communicating with School Staff policy.
- providing parent/guardian 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 of our school based strategies and identify future needs.

Sources of data that will be assessed on an annual basis include:

- Attitudes to School data
- Incidents data recorded on the Sentral Management System
- School reports
- Parent Opinion Survey
- Case management strategy
- CASES 21, including attendance and absence data
- Student Online Case System (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.

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](#)

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](#)

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](#)

Evaluation

The program leaders will review this policy every 2 years.

Policy Last Reviewed

September 2025

Consultation

School Staff and Principal

Approved By

Principal 2025

Next Scheduled Review Date

September 2027