



MOSSFIEL PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand this policy, please contact the Mossfiel Primary School office in person or on 9749 1227.

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.

Mossfiel 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

Mossfiel Primary School is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Mossfiel Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

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 values, philosophy and vision
2. Engagement strategies
3. Identifying students in need of support
4. Student rights and responsibilities
5. Student behavioural expectations
6. Engaging with families
7. Evaluation

THINK Excellence THINK Respect THINK Resilience THINK Community

POLICY

1. School values, philosophy and vision

We are a resilient, respectful community of learners.

At Mossfiel Primary School, students are supported to achieve their personal best academically, socially and emotionally. Students are encouraged to become courteous, self-managing, resilient and independent students who have a sense of social responsibility and who are effectively prepared for life in an ever-changing world.

We aim to set high expectations and “personal best” attitudes and recognise and acknowledge excellence in the wide range of school experiences. We support students’ Critical and Creative Thinking in the 21st century.

We aim to foster resilience and respect in a dynamic learning environment that enriches and empowers each individual, in a safe and nurturing community.

Vision

We will develop:

- **Successful, Passionate and Inspired Learners** who
 - engage with learning purposefully and persistently
 - make continual progress to achieve their full potential
 - rise to challenges and take opportunities
 - achieve their personal best
- **Informed, Active and Thoughtful Citizens** who
 - choose to be mindful, responsible and positive
 - think deeply, ask questions, explore possibilities, innovate
 - generate ideas and translate them into meaningful community action
 - show compassion, kindness, respect and acceptance
- **Confident, Creative and Resilient Individuals** who
 - take risks and apply learning meaningfully
 - learn and implement positive thinking growth mindsets
 - develop and demonstrate curiosity and courage

Mossfiel Values:

THINK Excellence THINK Resilience THINK Respect THINK Community

Excellence - *To always do the best that you can do – in your learning, your friendships, your manners and your behaviour.*

You must always strive to be the best you can be:

- ✓ Strive to do your best learning
- ✓ Always treat others using your best manners and behaviour

Pursuing excellence in all aspects of life brings out the best in our students, and fosters the sense of personal satisfaction that fuels further improvement and success.

They learn that rising to high expectations, striving for goals and performing with distinction takes self-reflection, resourcefulness, resilience and hard work.

THINK Excellence THINK Respect THINK Resilience THINK Community

Respect - To earn respect we must show it to others.

You can help others to respect you by:

- ✓ Being fair, honest, caring, empathic and co-operative
- ✓ Treating all people with respect (students, staff parents and other adults)
- ✓ Supporting your friends
- ✓ Not accepting or being involved in bullying behaviour – tell an adult if you see unacceptable behaviour

Resilience – To achieve success, we must try hard and make an extra effort. When the challenge becomes hard, we need to persist and try different methods and strategies until we find one which works for us. You can show resilience by:

- ✓ Thinking that I can do it if I keep trying new strategies
- ✓ Bouncing back after a setback

We expect everyone to achieve their best by adopting positive attitudes and overcoming challenges. This fosters the confidence, resilience and courage needed to try new things, learn from mistakes and realise academic and personal potential.

Community - a genuine sense of connectedness, care and inclusion.

You can build our community by:

- ✓ helping each other
- ✓ accepting the rights and responsibilities that come with the privilege of community,
- ✓ celebrating diversity
- ✓ recognising the part we play collectively and as individuals in upholding the common good. We

challenge our students to become empowered, global citizens, ready to embrace the world, who have the capacity to make meaningful community contributions and understand the importance of social justice. We are committed to promoting and practising mindfulness, advocating for the rights of others, sustainability and community service.

2. Engagement strategies

Mossfiel 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 whole of school [Tier 1], targeted (year group specific) and individual engagement strategies used by our school is included below:

WHOLE SCHOOL

- a. high and consistent expectations of all staff, students and parents and carers
- b. prioritised positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- c. creating a culture that is inclusive, engaging and supportive
- d. welcoming all parents/carers and being responsive to them as partners in learning
- e. analysis 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
- f. delivery of a broad curriculum to ensure that students are able to engage in learning subjects and programs that are tailored to their interests, strengths and aspirations

THINK Excellence THINK Respect THINK Resilience THINK Community

- g. teachers use the Mossfiel Primary School Instructional Framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- h. teachers at Mossfiel Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- i. our school's Statement of Values 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*
- j. careful planning of transition programs to support students moving into different stages of their schooling*
- k. positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- l. monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- m. students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including meetings, fora and surveys.*
- n. create opportunities for cross—age connections amongst students through school performances, sport, artistic activities and whole school events.*
- o. All students are welcome to self-refer to the School Social Worker, PLC Leaders, Mental Health and Wellbeing Leader, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they have any questions or concerns or may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- p. we engage in school wide positive behaviour support with our staff and students, which includes programs such as:

 - *Whole School Positive Behaviours approach*
 - *Social & Emotional Learning program*
 - *Building Resilience Framework**
- q. programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- r. opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities)*
- s. buddy programs*

TARGETED

- a. each year group has an PLC Leader, who monitor the health and wellbeing of students in their unit, and act as a point of contact for students who may need additional support*
- b. connect all Koorie students with a Koorie Engagement Support Officer*
- c. all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and if appropriate will be referred to Student Support Services for an Educational Needs Assessment*
- d. Disability and Inclusion team 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*
- e. staff will apply a trauma-informed approach to working with students who have experienced trauma*

THINK Excellence THINK Respect THINK Resilience THINK Community

INDIVIDUAL

a. *Student Support Groups, see:*

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

b. *Individual Education Plan, Behaviour Support Plan and Play Plan*

c. *Program for Students with Disabilities*

d. *referral to Social Worker and Student Support Services*

e. *referral to ChildFirst, Headspace*

f. *referral to Navigator*

g. *referral to Lookout.*

h. *orange door.*

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

a. *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*

b. *meeting with student and their parent/carer to talk about how best to help the student engage with school*

c. *developing an Social Story, Individual Education Plan, Behaviour Support Plan and/or a Play Plan d. considering if any environmental changes need to be made, for example changing the classroom set-up*

e. *referring the student to:*

- *school-based wellbeing supports*
- *Wyndham 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 ● Re-engagement programs such as Navigator or Lookout*

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

a. *being responsive and sensitive to changes in the student's circumstances, and health and wellbeing b. 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 c. monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family*

d. *running regular Student Support Group meetings for all students:*

- *with a disability*
- *in Out of Home Care*
- *and with other complex needs that require ongoing support and monitoring.*

3. Identifying students in need of support

Mossfiel Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Disability and Inclusion team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Mossfiel Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- a. personal, health and learning information gathered upon enrolment and while the student is enrolled*
- b. attendance records*
- c. academic performance*
- d. observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- e. attendance, detention and suspension data*
- f. engagement with families*
- g. self-referrals or referrals from peers.*

4. 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.

Students have the right to:

- a. participate fully in their education*
- b. feel safe, secure and happy at school*
- c. learn in an environment free from bullying, harassment, violence, discrimination or intimidation*
- d. express their ideas, feelings and concerns.*

Students have the responsibility to:

- a. participate fully in their educational program*
- b. display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community*
- c. 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 approach a trusted teacher or a member of the school leadership team and speak to their parents or carers.

5. Student behavioural expectations

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

When a student acts in breach of the behaviour standards of our school community, Mossfiel Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents 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:

- a. warning a student that their behaviour is inappropriate*

THINK Excellence THINK Respect THINK Resilience THINK Community

- b. teacher controlled consequences such as moving a student to another place in the room, to another classroom or other reasonable and proportionate responses to misbehaviour*
- c. withdrawal of privileges*
- d. referral to the Disability and Inclusion team*
- e. restorative practices*
- f. detentions*
- g. behaviour reviews*
- h. suspension*
- i. expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

6. Engaging with families

Mossfiel Primary School 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:

- a. ensuring that all parents have access to our school policies and procedures, available on our school website*
- b. maintaining an open, respectful line of communication between parents and staff*
- c. providing parent volunteer opportunities so that families can contribute to school activities*
- d. involving families in school decision making*
- e. coordinating resources and services from the community for families*
- f. including families in Student Support Groups, and developing individual plans for students.*

7. Evaluation

Mossfiel 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
- school reports
- CASES21
- SOCS
- incidents data
- parent survey

This policy was last updated in Aug 2019 and is scheduled for review in Nov 2021.

REVIEW CYCLE

School/VRQA/Department	Approval Process	Last Updated	Review Cycle	Scheduled for Review
VRQA	School Council	Nov 2023	2 years	Nov 2025

THINK Excellence THINK Respect THINK Resilience THINK Community