



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Moyhu Primary School.

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.

Moyhu 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.

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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POLICY

1. School profile

Established in 1874, Moyhu Primary School is located in a rural community in North East Victoria, 25 minutes South East of Wangaratta. The school is approximately 1.5 km from the centre of Moyhu – a small but busy town, which has a general store, hotel, café, garage and a variety of sporting facilities.

Moyhu Primary School provides a high standard of modern learning facilities and resources. Students and staff utilise a flexible learning space. Along with our learning facilities, we have a full-size indoor basketball stadium and an in-ground swimming pool, which we use for part of our swimming program. The original building of the school is where our administration, staffroom and art and music room are situated.

In conjunction with the outcomes of the Victorian Curriculum, Moyhu Primary School emphasizes are in the areas of literacy, numeracy, inquiry and social development. We incorporate online interactive learning within the curriculum with our one to one program using Ipads, which are provided by the school. Specialist classes offered are Italian, library, art and health/p.e. that includes the Bluearth program. The school also participates in the Stephanie Alexander Kitchen Garden project. Moyhu Primary School participates in organised cluster days with the King Valley cluster of schools, which includes Greta Valley, Myrree, Whitfield and Edi Upper Primary schools to help broaden each student's social and intellectual experiences. We also join our cluster schools for some of our camps each year.

At Moyhu Primary School annual camps, include the year 6 cluster sailing camp in Rye, year 3 and 4 camp at 15 Mile Creek and the 3-day cluster ski camp for our older students at Falls Creek. Moyhu Primary also have their own whole school day excursion to Falls creek where students have the opportunity to learn to ski. Most years, the school takes a trip to Melbourne for cultural experiences. Excursions and camps change slightly year to year to underpin and extend what students are learning in the classroom.

Moyhu Primary School staff participate in regular professional development across a range of areas, to constantly improve their teaching effectiveness, which is a key strategy in improving learning outcomes for all students. As well as personal development, staff participate within the Professional Learning Community (PLC) with the King Valley cluster of schools regularly. The network of staff, facilitates school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

Moyhu Primary School is the base school for the travelling MACC art van, which services many local schools with a fantastic art program. Moyhu Primary School has an After School Program (MOSH) which runs four days a week, Monday to Thursday.

Positive interactions and support from parents and the wider school community are an integral part in our school's ability to develop and maintain strong home and school partnerships. The School Council actively represents the interest of all stakeholders with a strong vision for the future for the school community.

2. School values, philosophy and vision

Moyhu Primary School's Statement of Values and School Philosophy are integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of We are Learners, We are Respectful and We are Safe at every opportunity.

Our school's vision is to "aim to provide a welcoming community, which values learning through shared responsibility. We seek to develop a caring environment in which we nurture confident, creative, caring and resilient individuals who aspire to be the best they can be."

Our Statement of Values is available online at <http://moyhups.vic.edu.au/wp-content/uploads/2021/03/Statement-of-Values-and-School-Philosophy-Updated-March-2021.pdf>

3. Engagement strategies

Moyhu 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 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 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*
- *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 Moyhu Primary School use a common 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*
- *teachers at Moyhu 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 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 a whole-school, cohort and individual level*
- *Students are encouraged to speak with their teachers and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Bluearth*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted

Specific strategies, designed to address particular concerns in certain groups or friendship circles.

- *connect Koorie students with a Koorie Engagement Support Officer when required*
- *all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment if needed*
- *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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Moyhu 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/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning 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*
- *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.*

4. Identifying students in need of support

Moyhu 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. Example 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*

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, 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, 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.

6. 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 Moyhu Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Moyhu 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:

- *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*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *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 Moyhu Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Moyhu 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:

- 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 Groups, and developing individual plans for students.

8. Evaluation

Moyhu 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

Moyhu 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

[Statement of Values and School Philosophy](#)

[Bullying Prevention](#)

[Child Safe Standards](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2022
Consultation	March 2022 with Staff and School Council
Approved by	Principal
Next scheduled review date	March 2024