



# STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers: If you need help to understand the information in this policy, please contact (03) 5264 2000, [mirripoa.ps@education.vic.gov.au](mailto:mirripoa.ps@education.vic.gov.au) or visit our school office.

## 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.

Mirripoa 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.

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

## POLICY

### 1. School profile

Mirripoa Primary School was established in 2020 and is in Mount Duneed approximately 10 kilometres south of Geelong. The school is situated in the Armstrong Creek Urban Growth Area. We have students enrolled from Foundation to Year 6 with a projected capacity of 700 students.

Our school grounds back onto native bushland at the base of the now extinct volcano Mount Duneed. Mirripoa Primary School has developed close ties to the local community and enjoys support from local businesses and community groups.

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

Our school community aims to ensure that every school experience is positive and respectful and we are guided by Respectful Relationships and School-Wide Positive Behaviour Support (SWPBS). We celebrate diversity and believe a sense of belonging and inclusion are fundamental to children's learning and ability to fully participate in life at school and beyond. We believe that all children have the right to learn and feel safe. The school also has strong representation from the Indian community. We are proud of our diversity and inclusive school community.

## 2. School values, philosophy and vision

Mirriposa Primary School's Statement of Values and School Philosophy is 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 respect, kindness and excellence at every opportunity.

- We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.
- We model and demonstrate kindness and take every opportunity to help others that may be in need.
- We strive for excellence, which means trying our hardest and doing our best.

The school vision is: *Together we inspire and grow curious learners who think critically and thrive in their communities.*



**EXCELLENT EVIE**



**RESPECTFUL REBECCA**



**KIND KEVIN**

## 3. Engagement strategies

Mirriposa 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 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 choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Mirripoa Primary School use a gradual release of responsibility 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 Mirripoa 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 have the opportunity to contribute to and provide feedback on decisions about school operations through the student school council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, year level coordinator, assistant principal 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
- All students are welcome to self-refer to the year level facilitators, peer connect teachers, assistant principal 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
- we engage in school wide positive behaviour support with our staff and students, which may include programs such as:
  - Respectful Relationships
  - Visible Wellbeing
  - Bully Stoppers
  - Brainstorm Productions
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (e.g. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs.

### **Targeted**

- each year group has a teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a learning mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health 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.
- 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.
- 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

### **Individual**

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Disability Inclusion
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout.

Mirripoa 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**

Mirripoa Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing School Improvement Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Mirripoa 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.

#### **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:

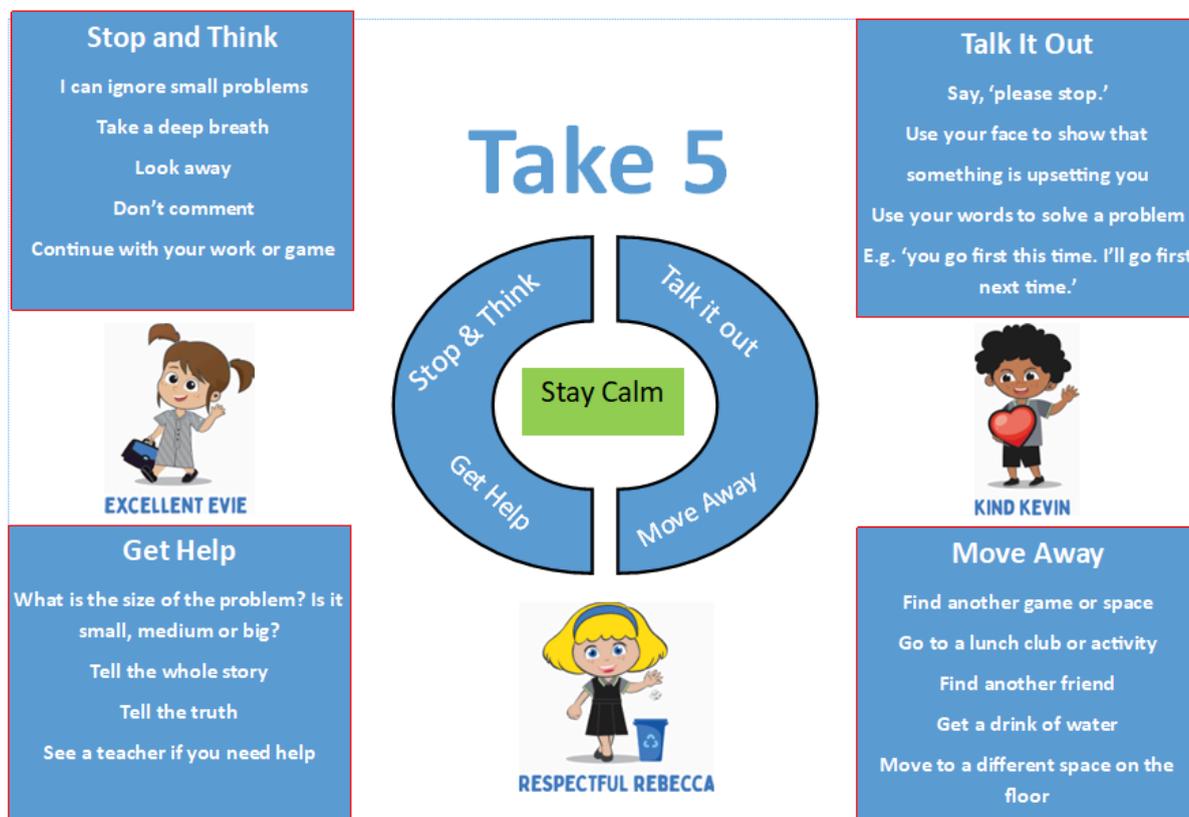
- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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 Mirripoa Primary School's Bullying Prevention Policy.

	<b>INSIDE</b> Library/Classrooms/ Office/Toilets	<b>OUTSIDE</b> School Grounds	<b>ONLINE</b>	<b>SCHOOL EVENTS &amp; COMMUNITY</b>
 <p><b>RESPECT</b></p> <p>We respect the safety and learning of everyone in our community.</p>	<ul style="list-style-type: none"> <li>• We listen actively when others speak.</li> <li>• We use toilets appropriately and at the right time.</li> <li>• We keep our hands to our self.</li> <li>• We look after all property.</li> <li>• We always use good manners.</li> <li>• We move quietly between classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• We respect the personal space of others.</li> <li>• We walk our bikes and scooters through the school grounds.</li> <li>• We return all sporting equipment.</li> <li>• We keep our school clean by putting our rubbish in the bin.</li> <li>• We use appropriate language.</li> <li>• We stay in the correct areas at recess and lunch.</li> <li>• We always use good manners.</li> <li>• We share and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• We take care of school computers and iPads.</li> <li>• We communicate online in a positive way.</li> <li>• We follow the ICT AUA.</li> <li>• We keep our password and personal information private.</li> <li>• We are smart, safe and responsible online.</li> <li>• We return the equipment in the same condition that it was borrowed in.</li> </ul>	<ul style="list-style-type: none"> <li>• We respect public property and public spaces.</li> <li>• We wear school uniform with pride.</li> <li>• We follow road rules.</li> <li>• We represent MPS in a positive way.</li> <li>• We follow transport rules including travelling responsibly on buses and trains.</li> </ul>
 <p><b>EXCELLENCE</b></p> <p>We take pride in our learning and always do our best.</p>	<ul style="list-style-type: none"> <li>• We bring all of our equipment to class.</li> <li>• We arrive to class on time and ready to learn.</li> <li>• We follow teacher instructions.</li> <li>• We always try our best and have a go at everything.</li> <li>• We learn from our mistakes.</li> <li>• We challenge ourselves.</li> <li>• We have a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• We own our actions and accept consequences without complaining.</li> <li>• When the bell goes we go straight to our classrooms ready to learn.</li> <li>• We think before we act.</li> </ul>	<ul style="list-style-type: none"> <li>• We use technology in the classroom to help our learning.</li> <li>• We don't look for inappropriate content.</li> </ul>	<ul style="list-style-type: none"> <li>• We listen and follow instructions and stay with our teachers.</li> <li>• We actively listen to presenters at incursions or excursions.</li> <li>• We actively engage in all experiences and opportunities.</li> <li>• We take responsibility for returning notes, money and being prepared for school events and experiences.</li> </ul>
 <p><b>KINDNESS</b></p> <p>We show kindness and compassion to everyone in our community.</p>	<ul style="list-style-type: none"> <li>• We are kind to others.</li> <li>• We share school equipment.</li> <li>• We value the opinions and ideas of others.</li> <li>• We show compassion when others are upset, hurt or unwell.</li> <li>• We take care of each other.</li> <li>• We do Random Acts of Kindness like holding the door open for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• We show compassion when others are upset, hurt or unwell.</li> <li>• We ask people if they want to play.</li> <li>• We play fairly and encourage others to do the right things.</li> <li>• We get a teacher to help when there is a problem.</li> <li>• We greet and acknowledge people in the yard.</li> </ul>	<ul style="list-style-type: none"> <li>• We report cyber bullying to teachers.</li> <li>• We ensure that we are cyber safe and respectful and kind to our peers when we are online.</li> </ul>	<ul style="list-style-type: none"> <li>• We act as a kind and positive team member.</li> <li>• We help and support others when needed.</li> <li>• We cheer on everyone at school events like sporting events.]</li> </ul>





When a student acts in breach of the behaviour standards of our school community, Mirripoa 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
- referral to the principal or assistant principal
- 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.

The Principal of Mirripoa 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

Mirripoa 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

Mirripoa 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/carer survey
- case management
- CASES21
- SOCS

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request.

## RELATED POLICIES 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	October 21 2025
Consultation	Student school council and school council
Approved by	Principal
Next scheduled review date	October 21 2027

