



MULGRAVE PRIMARY SCHOOL

Gladeswood Drive, Mulgrave Vic 3170

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Mulgrave Primary School on (03) 9795 2477

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.

Mulgrave Primary 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, where student participation is encouraged and valued, 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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2. School values, philosophy, and vision
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POLICY

1. School profile

Established in 1879, Mulgrave Primary School is set on beautiful, spacious grounds and brings a proud history and tradition blended with 21st century teaching and learning best practice. Our school boasts a strong sense of 'community'. Teachers, parents, and students work together to ensure that we offer the best teaching and learning opportunities for all our students. Our quality programs seek to identify the individual learning needs of every child and teach accordingly so that all students are provided with the opportunity to reach their individual potential. We offer a broad range of timetabled Specialist programs including STEM (Science, Technology, Engineering & Mathematics), Physical Education, Music, Visual and Performing Arts and Spanish. The school is very well resourced with ample computer technology and curriculum resources to meet the needs of all our students through a collaborative approach to teaching and learning.

We have an enrolment of 460 students in 2022, with 20 grades, 40 teaching and education support staff, and a part time student wellbeing officer. Our school is culturally diverse with 23% of families having a language background other than English (LOTE), over 20 different languages are spoken at home.

Our school offers a warm learning environment where every student is catered for. Our aim is to engage every child at their point of need and to work with parents to deliver excellent academic outcomes each and every year.

Our school vision, created by students, staff and parents, is:

To nurture a collaborative environment that enhances knowledge and supports social, emotional, and academic growth; maximising our potential to become effective members of our learning community.

2. School values, philosophy, and vision

Mulgrave Primary Schools vision is "To nurture a collaborative, engaging and resilient environment that enhances knowledge and supports social, emotional and academic growth; maximising our potential to become effective members of our learning community." We endeavour to create a child safe organisation where children and young people are safe and feel safe and a school culture that provides policies and procedures that support the school's approach to the Child Safe Standards.

At Mulgrave Primary School we promote the following core values which reflect the beliefs we hold about how children learn, how our school operates and how we each relate to each other.

MOTIVATED - Approach all tasks with a positive, enthusiastic attitude and a belief that you can be a great learner.

PERSISTENT - Never give up, even when things are challenging.

SUCCESSFUL - At MPS, we are proud of our school, we work hard, are honest, tolerant, persistent, and motivated.

In addition to the values, the school sets out the following rules that Students, staff and members of our school community are encouraged to live and demonstrate; they are respect, safety, listen, responsibility, and resilience. These are defined as:

RESPECT – Always show respect for yourself and others, accepting everybody equally and remembering our manners

SAFETY – Be aware of what is around you at all times and behave, learn, and play in a safe manner.

LISTEN – listen attentively to your teachers and peers at all times.

RESPONSIBILITY – Always take ownership of your behaviour words and actions and realise that your choices impact on others.

RESILIENCE – Being able to cope with challenging situations and make good choices.

3. Wellbeing and engagement strategies

At Mulgrave Primary school we aim to enhance the learning climate to support all students to maximise their learning potential.

Mulgrave 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 less isolated. 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
- delivering the Victorian curriculum in an engaging way
- teachers at Mulgrave Primary School use a Gradual release of responsibility instructional framework to ensure an explicit, common, and shared model of instruction is used to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Mulgrave 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, 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 Representative 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 Student Wellbeing Coordinator, School Nurse, Year Group Leaders, 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 includes programs such as:
 - Resilience Project School Wide Positive Behaviour plan
 - Mulgrave Primary School liaises with external providers to deliver opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)
 - buddy programs, 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 year group has a Year Group Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- all students who are operating well above or well below the expected level, have an Individual Learning Plan that is updated on a needs basis
- 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
- 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
- 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 Learning 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 and where required, student support groups and individual education plans

- The student wellbeing coordinator and year group coordinators 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
- 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

Mulgrave 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 [Individual Education Plan](#) , [Behaviour Support Plans](#)
- 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 [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

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 Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

support and enhance student wellbeing. Mulgrave 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
- self-referrals or referrals from peers
- engaging with relevant agencies

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 and School Philosophy highlights the rights and responsibilities of members of our community.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests, and ambition • participate fully in the school’s educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school’s educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and all other members of the school community.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights of others are encouraged 	Parents/carers have a responsibility to: <ul style="list-style-type: none"> promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours. Ensure their child’s regular attendance Engage in regular and constructive communication with school staff regarding their child’s learning. support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	Teachers have a responsibility to <ul style="list-style-type: none"> fairly, reasonably, and consistently, implement the engagement policy. Know how students learn and how to teach them effectively. Know the content they teach. Know their students. Plan and assess for effective learning. Create and maintain safe and challenging learning environments. use a range of teaching strategies and resources to engage students in effective learning.

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. Further information about raising a complaint or concern is available on our [Complaints Policy](#).

6. Student behavioural expectations and management

At Mulgrave Primary School there are high expectations of students in regard to both their learning and their behaviour. The school endeavours to promote a strong sense of belonging to an active community of learners. Students will act safely and responsibly in the playground and the classroom

and treat all people with respect. Mulgrave Primary School endeavours to raise school community awareness of what makes students resilient and helps them to develop strategies to reduce vulnerabilities and increase coping skills.

Mulgrave Primary School has a focus on Restorative Practices.

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust, and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility, and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and 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 and with Mulgrave Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Mulgrave 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension

- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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>

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

7. Engaging with families

Mulgrave 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 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

Mulgrave 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 including attendance and absence data
- 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 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/carer 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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2025
Consultation	School Council, Newsletter to families
Approved by	Principal
Next scheduled review date	February 2027