

# Moonee Ponds West Primary School



## Student Wellbeing and Engagement Policy



### Help for non-English speakers

If you need help to understand the information in this policy, please contact MPWPS reception on 9370 6875 or email: [moonee.ponds.west.ps@education.vic.gov.au](mailto:moonee.ponds.west.ps@education.vic.gov.au)

### 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.

Moonee Ponds West 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, 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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## **POLICY**

### **1. School profile**

Moonee Ponds West Primary School is a co-educational Foundation-Year 6 school located in the quiet residential area of Moonee Ponds in Melbourne's inner South-Western Region. The school provides primary education for families in the suburb of Moonee Ponds and surrounding neighbouring areas.

The school, established in 1888, has a long history with the Library and Hall buildings considered to be of significance by the National Trust.

The schools Vision statement of 'We Think Create and Learn Together' and values of Compassion, Courage, Creativity, and Critical thinking are evident in all school and community activities.

The school structure is predominantly multi-aged classes of two-year levels with teachers housed in Professional Learning Teams (PLT's). Collaborative planning enables the teachers to plan to meet the student learning needs.

Our specialist programs are currently Physical Education (PE), Creative Arts, Japanese (a language immersion program), and Hall (a social and emotional learning program through targeted play based experiences in the junior years- F-2).

The school is an active member of the Moonee Valley Instrumental Music Program which enables students to learn a range of instrumental tuition within school time. Performance opportunities are an important part of this offering. We have a close association with our Outside School Hours Care provider.

The school grounds offer active and passive areas for student play including: two adventure playgrounds, a synthetic oval with running track, football, and soccer fields and various courtyard spaces.

The school has an Open Gate Policy that encourages community groups and families to use the school grounds out of school hours.

Moonee Ponds West Primary School recognises that families are important partners in supporting the education achievement and wellbeing of students and values the partnership between the students, staff and parents.

## **2. School values, philosophy, and vision**

*Moonee Ponds West Primary School's Vision, 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 at every opportunity.*

### **Our Vision is:**

To educate the whole child is to attend to their academic, social, emotional, and physical learning. To this end our philosophy statement developed over years indicates our ongoing commitment to this ideal.

Our Vision statement is a summary of our collective ideal.

### **We Think, Create and Learn Together**

### **Our Purpose Statement is:**

At Moonee Ponds West Primary School, we create rich and challenging learning opportunities for every child. Our students know themselves as learners; they explore and exchange ideas, and make meaningful connections with family, school, and the broader community.

### **Our School Values are:**

Collaboration, Creativity, Critical thinking, and Courage

## **3. Wellbeing and engagement strategies**

*Moonee Ponds West 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, 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*
- *use of an 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*
- *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*
- *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 Junior School Council and other forums. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.*
- *we 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 Respectful Relationships*
- *programs, incursions, and excursions developed to address issue specific needs*
- *opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)*
- *buddy programs, peers support programs*

In addition to our classroom learning programs, we offer a range of enrichment programs to support the engagement of students. These programs have included:

- Tournament of Minds
- Australian Maths competition
- Moonee Vale Instrumental Program (MVIMP)
- Lunchtime Clubs
- Kids Club and Social Skills Groups
- Premiers Reading Challenge
- The Green Team
- eSmart - cybersmart program
- Interschool Swimming, Athletics and Cross Country
- Year 5/6 interschool team sport competitions
- Whole school buddies

- Whole school Camps program

### Targeted

Year level groups are structured in professional learning teams (PLTs) that work as professional learning communities. Every teacher within the PLT structure monitors the health and wellbeing of students in their class and students who may need additional support within the year level. The PLT leader supports the teachers in their team with identifying and monitoring students at risk. There are programs, incursions and excursions that are developed to address issue or cohort specific behaviour. Classroom teachers regularly focus on supporting student wellbeing through implementing program such as Zones of Regulation, Circle Time, and Mindfulness across Foundation to Year 6.

Other targeted strategies include:

- 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 to feel safe and included in our school
- 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
- 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
- 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](#)
- 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](#). This is further supported by the implementation of the Respectful Relationships curriculum.

### Individual

*Moonee Ponds West 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, 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*
- *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**

*Moonee Ponds West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The school leadership team and Engagement and Wellbeing team play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Our School will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:*

- *Case Study Model, focused on Language and Wellbeing referrals*
- *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 and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*
- *referrals from allied health and other external professionals*

## 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.

Moonee Ponds West Primary School's Rights and Responsibilities Framework ensures a consistent approach and a shared understanding of our rights and responsibilities as a school community. This framework is underpinned by our belief in developing the whole child.

As part of developing a positive classroom culture, it is an expectation that teachers and students develop classroom rights and responsibilities during term one of each year. These documents are to be displayed and shared with the school community.

With rights and responsibilities come natural and logical consequences which is underpinned by restorative practice. The aim is to empower students to reflect on and modify their behaviour to be part of a happy and safe community.

<b>MPWPS RIGHTS AND RESPONSIBILITIES</b>	
<b>We have the right to</b>	<b>We have the responsibility to</b>
<b>Learn</b>	<ul style="list-style-type: none"><li>• be ready to learn</li></ul>
<b>Be safe</b>	<ul style="list-style-type: none"><li>• be safe and keep others safe</li></ul>
<b>Feel included</b>	<ul style="list-style-type: none"><li>• be accepting of others</li><li>• celebrate each other's uniqueness</li></ul>
<b>Be treated with respect</b>	<ul style="list-style-type: none"><li>• listen to others and have others listen to us</li><li>• care for community members, spaces, and property</li></ul>

All classrooms develop a classroom rights and responsibilities document. This document is developed during the first term and may take many weeks to develop through ongoing class discussion, role-play, and scenarios. The document is written using positive language and is central to student management within each classroom. It is displayed prominently in classrooms and referred to and refined throughout the year. It is shared with specialists/principal class and sent home to families.

It is student directed (but guided by the teacher), in the shared language of the school and in line with the student wellbeing policy ensuring the following rights and responsibilities are met.

## Rights and Responsibilities of Students

Rights of Children:	Responsibilities of Children
<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>● Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to learn effectively and fully develop their talents, interests, and ambition</li> <li>● Participate fully in the school’s educational program</li> <li>● Expect they will be encouraged and supported to take greater responsibility for their learning</li> <li>● Learn in a cooperative and safe environment</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>● Participate fully in the school’s educational program and to attend regularly.</li> <li>● Display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and all other members of the school community.</li> <li>● Demonstrate respect for the rights of others, including the right to learn and contribute to an engaging educational experience for themselves and other students.</li> <li>● Take greater responsibility for their own learning and participate 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.</li> <li>● Exhibit endeavour in their ongoing learning and strive for excellence</li> <li>● Treat others the way they would like to be treated themselves</li> <li>● Look after the school environment</li> <li>● Know, understand, and be guided by the school values</li> </ul>

## Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> <li>● teach the class that has been assigned to them.</li> <li>● work in a satisfying, safe, secure, and satisfying environment</li> <li>● be shown courtesy, kindness, and cooperation</li> <li>● know their property is safe</li> <li>● work in a clean and tidy school</li> <li>● be supported to love what they do</li> <li>● be provided opportunities for professional learning</li> </ul>	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> <li>● Fairly and consistency, implement the engagement and inclusion guidelines</li> <li>● Assess and plan for effective learning</li> <li>● Create and maintain safe and challenging learning environments</li> <li>● Respect and care for school property</li> <li>● Know the curriculum to be taught and create an engaging and dynamic environment with focus teaching</li> <li>● Set high expectations for children</li> <li>● Communicate positively with children, colleagues, and families, respecting their diverse backgrounds</li> </ul>



	<ul style="list-style-type: none"> <li>● Develop a positive, professional, and caring relationship with every child in the class and their families</li> <li>● Ensure that every child is provided with support and resources to further their learning</li> <li>● Abide by any mandatory reporting procedures</li> <li>● Contribute to maintaining an inclusive school culture</li> <li>● Display our school values</li> <li>● Engage enthusiastically and collaboratively in professional learning opportunities</li> <li>● Ensure that all are working for the entire cohort not just their class at any one time.</li> </ul>
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**Rights and Responsibilities of Parents/carers**

<b>Rights</b>	<b>Responsibilities</b>
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> <li>● be shown courtesy, cooperation, and trust and to be made to feel welcome</li> <li>● feel valued and respected</li> <li>● participate in a happy, safe, secure, and satisfying environment</li> <li>● be informed about their child’s progress</li> <li>● Be included as part of the learning community in all the school offers.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>● Value and respect the staff of the school and other members of the school community</li> <li>● Ensure regular attendance at school and promote positive behaviour at all times</li> <li>● Work positively with the school to address matters of concern such as learning, wellbeing or behaviour</li> <li>● Follow through with recommendations that will improve the educational or wellbeing opportunities of children</li> <li>● Reinforce and display the school values with children</li> <li>● Assist with maintaining a safe and respectful environment for all children by acting as a responsible role model</li> <li>● Participate in opportunities to support student learning for example attend parent/teacher interviews, support the home reading program</li> <li>● Contribute to maintaining an inclusive school culture</li> </ul>

## Relevant Documents for referring to Rights and Responsibilities

The school complies with the Rights of the Children under the Disabilities Discrimination Act 1992. The standards cover enrolment, participation in all aspects of school life, curriculum development, student support services and harassment and victimisation.

The Alice Springs (MPARNTWE) Education Declaration 2019.

The declaration can be found here:

<https://www.dese.gov.au/alice-springs-mparntwe-education-declaration>

The school has considered in the development of these policy guidelines the following legislation which directly impacts on these Rights and Responsibilities and Inclusion guidelines.

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992 and Disability Standards for Education 205
- Education and Training Reform Act 2006
- The school has a commitment to implementing programs that help children develop their social and emotional competencies

### 6. Student behavioural expectations and management

Moonee Ponds West Primary School aims to provide a stimulating, supportive and inclusive environment. The school acknowledges and celebrates individuality by having a positive view of the uniqueness of the learner while focusing on individual growth and the fostering of talents, skills, and interest. We are committed to developing highly literate and numerate children who can think critically, take risks, seize opportunities enthusiastically, are resilient and work collaboratively with others, while at the same time show respect, care, and kindness for others.

Our school is committed to doing as much as possible to facilitate high expectations of all students. In doing so we acknowledge effort and use a progressive report to formally provide feedback to students and families.

We must be aware of consistently applying logical known consequences to student's actions. This pattern of response enables the student to assume that the school cares about them and their future. A Restorative meeting or conversations to set the terms of reintegration will follow a fixed period of exclusions and temporary removals. The restorative conversation must lead to meaningful consequences about how to avoid recidivism, and to unpack problems that may provide context to the behaviour. Re-entering a class is to be positive and the relationship with the teachers is restored.

#### Restorative Process

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Restorative Practices refers to the way the school works in promoting genuine relationships which result in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - it still may involve specific logical consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible, and any contributing problems are identified for follow up.

Schools adopting a restorative philosophy use relational language that demonstrates respect, care, and mutual responsibility. Feelings are shared and explored through affective statements and affective questions.

Conversations about behaviour provide opportunities for students to consider how their behaviour impacts on others and how things can be put right. Students are supported to accept responsibility for their actions. A teacher using this approach would talk through what has happened using a restorative chat or discussion.

This might take place informally in the classroom, corridors, or playground when children have caused some harm or significant disruption.

An important Restorative Practice is the Restorative Chat. A restorative chat seeks to understand, make amends, and put things right.

<b>The Restorative Chat Card</b>
Have a W.A.R.R.M. Conversation
<b>What happened? (Story telling)</b> What, which, when, who, how, where?
<b>Affect- (feelings &amp; emotion)</b> Who has been affected & in what ways?
<b>Reflection- (better choices)</b> If you had your time over again what would be different?
<b>Repair – (making things right)</b> What needs to happen to fix things?
<b>Moving on – (plans &amp; agreements)</b> Prevention & behaviour change

At all times, the school should scaffold ways towards **positive behaviour patterns** for students. Our school process and practices seek ways to equip students with better skills, habits, and qualities to ensure that they can become self-motivated and directed learners. Self-regulation using the **Zones of Regulation** assists students in acknowledging and mastering their emotions. This is complimented by the use of Plutchiks Floret of Emotions. Please refer to the Appendix for these proformas.

All students have a right to learn. This means that if a student is making it difficult for a teacher to teach or students to learn, and consistent in-class strategies have been attempted, students will know the stepped process of escalating consequences and be removed from the lesson temporarily until the situation can be resolved.

### **Whole School Management Process for All Students**

Moonee Ponds West Primary School has as its framework the Schoolwide Positive Behaviours structure and has been able to integrate the current and past practices of the school into this frame.

The focus is on the Rights and Responsibilities of students, staff and families and the use of a restorative conversation to build the connection to the logical consequence.

### **Consequences for inappropriate behaviour**

Logical consequences are an essential part of children developing Responsibility for their behaviour. An incident may occur and there needs to be a stepped or staged list of known consequences that children can acknowledge and adhere too. These must be whole school and in every class.

They are reflective of the Rights and Responsibilities frame of right to:

- Learn
- Be safe
- Be included
- Be respected.

All classes develop their class rights and responsibilities, and these are agreed and published early in Term 1 of every year. The Rights and Responsibilities sit within the development of a classroom environment that reflects the right to learn and teach, be safe, be included and be respected.

Where the Rights and Responsibilities in a classroom are not adhered to and student behaviour is disruptive, the following are the staged or stepped consequences and actions will be taken in every class. These steps are to be used when behaviour is significantly disruptive to the learning of all students and may be adjusted according to individual student needs.

<b>Step 1: (A reminder)</b>	A reminder of the school/ class right and the consequential responsibility/ rule or value is given to the child.
<b>Step 2: (Time to move)</b>	Second reminder: Child will work in another area of the room. Redirection of the rights and responsibilities.
<b>Step 3: (Time out in another room)</b>	Removal from the classroom to a designated classroom within the grade level for <b>15 minutes</b> . The class teacher to notify the designated class teacher (via phone or other method). Student is to go to other room to think about their choices and how they can re-enter the room after the 15 minutes.  <b>A logical consequence</b> will be discussed with the student as apart of student's re-entry and restorative conversation with the classroom teacher.
<b>Step 4: (Time to leave)</b>	Where the behaviour further escalates, the child is withdrawn to a Principal Class Officer for <b>up to the remainder of the session</b> .  The class teacher will record on COMPASS.
<b>Step 5:</b>	If needed a <b>Behaviour Support Plan</b> will be developed in consultation with the Principal Class Officer, teacher, parent/carer, child, and Student Support Officer.  This plan will include positive supports to maintain engagement.
<b>Step 6:</b>	Spend the next day in another room and another year level.
<b>Step 7:</b>	In-school Suspension.
<b>Step 8:</b>	Out of school Suspension with a re-entry plan.

Unsafe and violent behaviour in classrooms will result in immediate removal from the classroom. The class teacher will contact a Principal Class Officer. Principal Class Officer or delegate will collect the child. Incident to be recorded on Compass.

### **Playground offenses such as a transgression of playground expectations.**

Logical consequences are an essential part of children developing Responsibility for their behaviour outside in the playground. An incident may occur and there needs to be a stepped or staged list of known consequences that children can acknowledge and adhere to.

Consequences will be related, reasonable and follow a 'staged response':

<b>Step 1:</b>	A reminder of the school's outside playing expectation and responsibilities.
<b>Step 2:</b>	A second reminder: walk with the teacher on Yard Duty which is timeout in the yard.  The student can be withdrawn from play and asked to sit out for a period of time.
<b>Step 3:</b>	Alternative recess/ lunchtime play activities or space.  Kid's Club for the first part of the break then walk with the teacher on yard duty for period of time.
<b>Step 4:</b>	Alternative recess/lunchtime inside with Principal Class Officer.  Student to receive play at a different time of the day.
<b>Step 5:</b>	In-school suspension.
<b>Step 6:</b>	Out of school suspension and re-entry plan.

Unsafe and violent behaviour in the school yard will result in immediate exclusion from the playground.

Children will come to the General Office to discuss the matter with a Principal Class Officer or delegate. Contact with parents will be made and incident recorded on Compass.

### **Ongoing Repetitive Behaviour Classroom and or Playground**

Consequences for children will be considered individually and may involve:

- Parents/careers being contacted, and a meeting arranged to discuss these behaviours
- Development of a Behaviour Support Plan
- Counselling and other support
- Withdrawal/ exclusion from classroom /yard
- Loss of Free Activity Time (FAT)
- Other procedures as deemed necessary

Children whose behaviour needs higher consequences will miss out on extra curricula activities as these are seen as a privilege. The loss of FAT will also be seen as strategy for managing student behaviour as this is seen as a privilege.

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 eight or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Moonee Ponds West Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

Moonee Ponds West Primary School's 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 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**

Moonee Ponds West 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
- Student Online Case Management System (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 and documents are also relevant to this Student Wellbeing and Engagement Policy:

- Student Engagement and Wellbeing Guidelines
- 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	September 2022
Consultation	School Council
Approved by	Principal/School Council 24 <sup>th</sup> October 2022
Next scheduled review date	September 2024