

Movelle 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 9366 8892 or movelle.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.

Movelle 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

'Our Students, Our Future' Movelle Primary School is a small community-minded school tucked away in a quiet area in Kings Park, within the City of Brimbank in the western suburbs of Melbourne. We are a government primary school providing education for students from Prep to Year Six, and we draw our population from a wide range of cultural and socio-economic backgrounds. Today, Movelle has a current enrolment of 200 students and 25 staff. Movelle Primary School prides itself on making a difference to each student's educational capabilities.

Movelle students are friendly, co-operative and helpful. Staff are approachable and committed to assisting students in reaching their full potential. We work enthusiastically with families to assist all students. Our motto at Movelle is 'Our Students, Our Future', and we place every student in the centre of all our work.

We provide a positive, caring and engaging environment, where all students are able to maximise academic, emotional and social growth. We value respect, responsibility, resilience and relationships. At Movelle Primary School, our teachers plan together to create engaging and relevant units of work for students to study.

Our teachers cater for individual learning styles and are explicit in what they teach, providing students with Individual Education Plans (IEPs) where necessary. Movelle Primary School's computer network is an important key to our students' learning facilities. The school has iPads primarily for students in Years Prep - 2, with other students utilising iPads as part of our Digital Technologies classes and robotics and to support our general curriculum. Students in Years 3-6 have new laptop computers to enhance their learning and support our Digital Technologies classes.

Movelle houses a ICT lab with 25 computers, complete with touch screen to learn important ICT skills during students' time at Movelle.

There are many accessories installed throughout Movelle, such as wireless technology, smart boards, TVs in every classroom, an Interactive Touch Learning Table, network printers and intranet services. Students work with this technology from Years Prep to Six.

Parents are welcomed and encouraged to participate in classroom programs.

We are very fortunate to have a multi-cultural community where a sense of acceptance and tolerance is encouraged. Any parents wishing to help out at school or in the classroom are required to supply the school with their current Working with Children's Check.

2. School values, philosophy and vision

1.1 Vision Movelle Primary School places every student in the centre of all our work. We provide a positive, caring and engaging environment, where all students are able to maximise academic, emotional and social growth. We value respect, responsibility, resilience and relationships.

1.2 Mission Our focus on academic learning is strong and our emphasis on catering for each individual is paramount. We provide a learning environment where human rights are respected, protected and promoted. We embrace inclusion in all aspects of school life and respond to the unique learning and social needs of every student. Our school encourages a caring atmosphere, where children feel emotionally, socially and physically secure. We firmly believe that all students deserve the right to high quality education and to achieve maximum learning outcomes. Our implementation of contemporary pedagogy guides our students through each phase of learning and development. With our team of dedicated and passionate staff, our teaching and learning programs at Movelle Primary are planned around collaborative practices, with professional learning teams at each level of the curriculum. Recognising the importance of fostering confidence and self-esteem for all students, we deliver timely and effective intervention programs through our commitment to differentiated learning. Using a methodical approach, we cater for all students who reach learning and

developmental milestones at different rates, offering program interventions for students who need additional learning support as well as those who excel in the rigors of classroom life. Fundamentally, we endeavour to nurture and balance the intellectual, physical, cultural and social development of our students and wider school community. Our School's vision is underpinned by the 'Four R' core values of: Respect, Responsibility, Resilience and Relationships. These values are a fundamental part of who we are as a people and as a community. We live, embrace and use these values to talk to our students about their behaviour and the choices they make in a positive framework. We believe that values have a major influence on a person's behaviour and attitude; and the lifelong implications of developing pro-social behavioural habits. These core values serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.

1.3 Values and Articulations

Respect

We respect the rights of others, and acknowledging our own rights, in a respectful way.

Responsibility

We make good decisions, we care for others, and we are accountable for our words and actions. We recognise that our words and actions can make a positive difference.

Resilience

We have a clear self-belief, determination and understand that making mistakes is a key part of our learning. We know that the more effort we put in the better we will become.

Relationships

We nurture our connections with others and believe that education is best delivered within the context of a positive relationship.

To assist our students in understanding the emotions and feelings that may arise from our values in a visual way, Movelle has integrated a school character mascot 'Ramsey'. Our mascot, Ramsey, creates consistency throughout communication and is used through a wide range of materials to support learning and teaching. The OECD review of the SEL evidence-base found that social and emotional skills are generally more important than the corresponding impact of cognitive skills in terms of improving physical health, mental health, behavioural issues, bullying and feelings of victimisation. They are key skills for future employability.

3. Wellbeing and engagement strategies

Movelle 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 (small group & cohort specific) and individual engagement strategies used by our school is included below:

Universal - Whole School Strategies to promote positive behaviour and inclusion:

- implementation of the School Wide Positive Behaviour Support (SWPBS) framework where we define, teach and reinforce positive behaviours for all students. This approach focuses on building a safe and positive environment in which all students can learn through the establishment of processes, procedures and programs such as:
 - Matrix of Expected Behaviour, incorporating our school values
 - Behaviour Management Procedure
 - Expect Respect (Bully Prevention)
 - Acknowledgement System - 'Ramsey Rewards'
 - Respectful Relationships using the Resilience, Rights & Respectful Relationships learning materials
 - The Zones of Regulation are monitored twice a day.
- 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
- teachers at Movelle Primary School use our Movelle Instructional Model 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 Movelle 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 at school assemblies with Student Achievement Awards
- 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. Students are also encouraged to speak with their teachers, Education Support Staff and Leadership Team whenever they have any questions or concerns.
- create opportunities for inclusion and cross—age connections amongst students through our House Spirit program, Clubs, lunchtime games and activities
- all students are welcome to self-refer to the Student Wellbeing Worker 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
- buddy programs for students in Prep and new students to our school
- 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 Learning Specialist responsible for their cohort, who with their team monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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 – refer to our Action Plan for Aboriginal Learning and Wellbeing Policy for further information
- our English as a second language students are supported through our classroom programs and Response to Intervention, and all cultural and linguistically diverse students are supported to feel safe and included through Western English Language School
- we support learning and wellbeing outcomes of students from refugee background through Individual Learning Plans and Student Support Group meetings
- 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 Learning Plans
- wellbeing staff support students’ social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff and conduct small group targeted intervention focusing on social & emotional learning skills (e.g. Feeling is Thinking program, Wise Girls etc.)
- staff apply a trauma-informed approach to working with students who have experienced trauma (e.g. Berry Street Education Model)
- 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](#)
- Our Allied Health Team includes Speech Pathologists who assess and develop programs for students to better access their language and communication needs. Support and advice is provided to teaching staff to improve practice and support the speech and language needs of students within their classrooms based on recommendations from the Allied Health Team
- Response to Intervention is implemented school wide to support students identified as at risk or needing extension in their learning
- Teachers of the Deaf and Auslan Interpreters support our Hard of Hearing and Deaf Students within mainstream classrooms as well as small group intervention in the Deaf Facility.

Individual

Movelle Primary School implements a range of strategies that support and promote individual engagement by:

- 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 (e.g. Student Wellbeing Worker, Speech Pathologists for individual therapy)
 - Student Support Services including Visiting Teachers
 - Appropriate external support 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
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - funded under the Program for Students with Disabilities
 - in Out of Home Care
 - Koorie
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Movelle 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 to help identify students in need of support and enhance student wellbeing. Movelle 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.

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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Matrix of Expected Behaviours.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Movelle Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Any decisions made in relation to addressing challenging behaviours should be clearly documented and discussed with the student's parent or guardian. The disciplinary measures that may be implemented for incidents of challenging behaviour will depend on the nature and severity of the incident.

Movelle Primary School is committed to providing a safe, orderly and secure learning environment. Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence. The teacher or appropriate staff member should seek to identify the reasons and triggers for that child's behaviour and address these where possible to reduce the likelihood of future problems.

We have an agreed procedure for addressing student behaviour that disrupts the learning environment or is a risk to the safety of Movelle Primary students, staff or community members. Our procedures are based on the belief that, given the opportunity, students can correct classroom misbehaviours when they are alerted to teacher concerns.

Movelle Primary Schools Behaviour Management Procedure can be accessed on our school's website and sets out the sequence of actions to be taken in the case of 'Major Behaviours' and 'Minor Behaviours'. 'Major Behaviours' are those which pose an immediate threat to the safe, orderly and secure environment and must be addressed immediately; all other behaviours are deemed 'Minor Behaviours'.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.

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 Leadership Team
- restorative practices
- behaviour support and intervention meetings
- 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 Movelle 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

Movelle 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
- access to online portals including Our Teaching and Learning hub Compass.

8. Evaluation

Movelle Primary School will collect data each term 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.

Movelle 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/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](#)

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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	28/02/23
Consultation	Accessible on the school website
Approved by	Principal
Next scheduled review date	19/06/2025