

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Maramba Primary School on 03 9796 7150 or maramba.ps@education.vic.gov.au

Date of last review:

May 2024

Date of next review:

May 2026

Review period:

2 years

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.

Maramba 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.

WHOLE SCHOOL PREVENTION STATEMENT

Maramba Primary School is committed to the safety and wellbeing of all children, providing a child safe environment where all children are safe and feel safe. This will be the primary focus of our care and decision-making. We have a zero tolerance for child abuse. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Maramba Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make.

The positive school culture at Maramba Primary School encompasses a whole school approach which aims to support all members of the school community. Consultation with students, parents and Departmental support organisations, ensure that the school is responsive to student's social, emotional, cognitive and cultural needs. A key component of Maramba Primary School's approach to prevention is to teach and acknowledge positive behaviours and our school values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

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

POLICY

1. School profile

Maramba Primary School was established in 1991 and is situated *approximately 40 kilometres* in the outer south-eastern suburbs of Melbourne in an established area of Narre Warren. We are a multicultural mid-sized school with a student population of 296 from Foundation to Year 6 and 31 staff members including a wellbeing learning specialist and counsellor.

We have extensive school grounds and facilities: STEAM Studio, kitchen garden, art room, two music rooms with an instrumental music room, full sized gymnasium, full sized football oval, synthetic soccer pitch, sensory garden, five playground areas, with substantial native trees and green spaces, and we are surrounded by a supportive community. Most students that attend our school live locally and are able to walk or ride their bike or scooter to school. Maramba Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

We are in the medium range with respect to overall socio-economic profile and 31% of our students have English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

We value diversity through appreciating our multicultural society and all the differences that background and personality can bring to our community. This helps us to think divergently and embrace all the unique qualities we have.

At Maramba Primary School, we value innovation, collaboration, professional development and research as the pedagogical foundation of continued lifelong learning.

2. School values, philosophy and vision

Maramba 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, relationships, responsibility and resilience at every opportunity.

School Values

- Respect: We are understanding and are considerate of everyone's rights.
- Relationships: We nurture our connection with others.
- Resilience: We are brave when faced with challenges.
- Responsibility: We recognise our actions and make a positive difference.

Our vision...

Providing a caring environment where aspirations are nurtured, positive relationships grow, success is celebrated and a passion for lifelong learning is ignited.

Nurture. Innovate. Celebrate.

The words Nurture, Innovate and Celebrate encapsulate our vision, which are strengthened by our school values of Respect, Responsibility, Relationships and Resilience. We believe we have a collective responsibility to our philosophy of education, which is to provide quality teaching and learning and improved educational outcomes for all.

In order to achieve this, the school provides an environment, which equips everyone with the strategies & skills for lifelong learning. All staff provide the professional support and commitment students need as they pursue their learning and goals. In doing so, the school seeks to engage the students in learning in its broadest context, connecting them to the wider community. Our world is continually changing so we have to prepare children for this transformation.

We are committed to supporting children through this and ensuring that we continue to challenge ourselves so that we can challenge the children.

3. Wellbeing and engagement strategies

Maramba 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.

Our great strength as a school is our focus on the holistic development of our students and ability to provide a positive learning environment with our unique Human Literacy pedagogy. As a Human Literacy School Community, Human Literacy focuses on continually supporting student learning and wellbeing. Being deliberate in building our knowledge of being human and allows us to use this knowledge to empower our learning and our lives. It is the essential foundation to progressive and sustainable life-long learning and wellbeing.

The school provides a comprehensive curriculum developed in line with the Victorian Curriculum standards. We implement a direct instructional approach to teaching in Writing which is achieving excellent results. Our overall curriculum provides the essential knowledge; skills and behaviours students need to prepare for further education, work and life. Digital Technologies are incorporated into most curriculum areas with shared iPads in STEAM and Music, a 1:1 device in classrooms for students in Years 3 – 6, shared 1:2 device in the Year 2 classroom and shared iPads in Foundation and Year 1. All classrooms have access to an interactive whiteboard panel to support teaching and learning.

Policies and programs have been developed to provide for students who have specific learning requirements and all students are given access to a quality education. The school is committed to the integration of students with disabilities and to those from non-English speaking backgrounds.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

Our whole of school strategies to promote positive behaviour and inclusion are:

- 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. One that 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 Maramba Primary School use our Instructional Model of *Launch, Explicit Teaching, Practice* and *Reflect* in all lessons to ensure an explicit, common and shared model of instruction as part of their teaching practices
- teachers at Maramba 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 based around our school values, which students can be awarded school values badges, 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, Student Leadership Program and other forums including Peer Mediation Support Team and as Daily or chief Innovators in

the classroom. Students are also encouraged to speak with their teachers, Student Wellbeing Leader, 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 Leader, PSD Coordinator, School Chaplain, 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:
 - Respectful Relationships
 - Bully Stoppers
- our SPARC program has been developed to address issues related to specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- peer mediation support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, and other forms of discrimination or harassment.

Targeted

- the school has appointed a Student Wellbeing leader, a Wellbeing Coordinator, a school psychologist and a school chaplain to support student wellbeing needs. They monitor the health and wellbeing of students, and the Student Wellbeing Leader acts 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 through the Marrung strategy
- our English as a second language students are supported through our literacy 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 through training our staff in trauma based practices and high impact wellbeing strategies.
- 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

- 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

Maramba 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 the Orange Door
 - 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 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

Maramba Primary School is committed to providing the necessary support to ensure our students are supported socially, physically, intellectually, culturally and emotionally as underpinned by our Human Literacy Pedagogy. The Student Wellbeing Leader plays a significant role in ensuring our developed strategies linked to Human Literacy that help identify students in need of support and enhance student wellbeing are rigorously implemented. Maramba Primary School will utilise the following information and tools to identify students in need of extra social, physical, intellectual, cultural or emotional support:

- individual student and class S.P.I.C.E. Map data collected shared and analysed by the student's teacher and the Wellbeing Leader.
- 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:

- feel valued, safe, secure and happy at school
- be engaged in stimulating learning and participate fully in their education
- develop skills and knowledge necessary to expand their learning
- learn in an inclusive environment free from bullying, harassment, violence, racism, discrimination or intimidation
- be treated with respect and dignity at all times by staff, peers and community
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that uphold our school values and demonstrate respect for themselves, their peers, their teachers and members of the school community
- be responsible for their actions and choices understanding the impact of those actions on others
- adhere to the ICT acceptable use policy when using digital technologies
- respect the right of others.

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

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy Policy.

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, Maramba Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

The steps are as follows:

1. Sit, cool off and reflect upon what occurred.
2. Write and draw what you did. This allows the student to take ownership of what they have done. There are three different forms available for recording this information depending of the student's year level.
3. The student may also be referred onto the lunchtime social skills program for individual or small group assistance. Comprehensive records are kept outlining the student's movement through the various stages.

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
- sit, cool off and reflect upon what occurred
- withdrawal of privileges
- referral to the Leadership Team
- restorative practices
- detentions
- behaviour support and intervention meetings
- counselling
- 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 Maramba 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

Maramba 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 Communications 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

Maramba 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
- EduSafe Plus

Maramba 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 in transition and enrolment packs
- 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
- Complaints Policy
- ICT Acceptable Use Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	school council
Approved by	Principal
Next scheduled review date	May 2026