



MOUNT MACEDON PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY

Mount Macedon Primary School vision is to develop positive, independent, resilient and inquiring students who are ready for the future.



Help for non-English speakers

If you need help to understand the information in this policy please contact Mount Macedon Primary School on (03) 5426 1446.

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.

Mount Macedon 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

Mount Macedon Primary School was established in 1858 and is located approximately 62 kilometres north of Melbourne. We have 120 students enrolled from Foundation to Grade 6 and 17 school staff members. Our school grounds sit on a mountain, and a supportive community surrounds us. Most students who attend our school live locally. Mount Macedon Primary School has developed close ties to the local community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Mount Macedon 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 Care, Create and Cooperate at every opportunity. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults through the skills of positivity, independence, resilience and inquiring minds. Our Statement of Values is available online at: www.mtmacedonps.vic.edu.au

3. Wellbeing and engagement strategies

Mount Macedon Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- a whole school Positive Education model that builds positive relationships, emotions, health, engagement, purpose and accomplishments.
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including the International Baccalaureate Primary Years Program to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations, as well as be exposed to a wide range of cultures and beliefs.
- teachers at Mount Macedon Primary School use the MMPS instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Mount Macedon

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 Reviewed September 2020 Next Review in September 2023

- our school's Statement of Values are incorporated into our curriculum via our Social Emotional Learning Program 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
- we monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Student voice and agency remains a strategic focus at the school. Students are encouraged to not only speak up, but are also empowered and encouraged to take action.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and buddy programs
- whole school wellbeing days are held regularly and include such activities as bushwalking, cooking, dance, yoga etc. • wellbeing is on the agenda at every staff meeting and the school approach is that every child is supported by every teacher.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools

All of which are incorporated into our SEL program.

- programs, incursions and excursions developed to address issue specific behaviour (i.e. bullying)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities) • buddy programs which run for the whole year

Targeted

- students who need extra support will have an Individual Learning Plan or a behaviour management plan with appropriate targets and strategies developed by the teacher, student and parent.
- Ancillary support staff such as OTs etc are welcomed into the school and we work together to improve outcomes for students.
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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 Aboriginal Learning, Wellbeing and Safety policy for further information
- 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 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
- 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

Individual

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

Mount Macedon 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
- providing 1:1 academic support via a strong education support program
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family

- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Mount Macedon 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 help identify students in need of support and enhance student wellbeing. Mount Macedon 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*
- *advice from NWVR SSS*

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

MT MACEDON PRIMARY SCHOOL

Student Code of Conduct

Mount Macedon Primary School believes that for the school to be effective, it should provide a safe and happy learning environment which meets the needs of our children at all levels of their primary school life.

CODE OF CONDUCT POLICY

As a means of promoting such an environment, the school has a Student Code of Conduct and the following principles underpin this policy:

- all individuals are to be treated fairly and with respect
- students have a right to work in a secure environment where they feel free to develop to the fullest, their talents, interests and ambitions without intimidation
- parents/carers have a right to expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be encouraged
- parents/carers accept their obligation to support the school in its efforts to maintain a positive teaching and learning environment
- teachers have a right to expect that they will be able to teach in an atmosphere of order and cooperation
- the School Principal and staff members accept their obligation to fairly, reasonably and consistently implement
- the Code of Conduct
- our school considers that a positive approach to behaviour is essential in fostering a school climate within which personal responsibility and self-discipline will be developed. Therefore everyone has responsibilities.

Our policy is based on the recognition of student, teacher/ancillary staff, and parent/carer rights and responsibilities.

STUDENT RIGHTS AND RESPONSIBILITIES

All students have the right:

- to be safe
- to learn and do their work
- to feel comfortable
- to be treated in a positive and respectful manner
- to express an opinion
- to be taught in an inclusive environment

- to be an individual
- to lead a balanced life that meets physical, social and emotional wellbeing

All students have the responsibility to:

- treat everyone with respect and thoughtfulness
- participate in all school learning activities
- follow instructions
- not undertake dangerous activities and violence
- not use intimidating behaviour and harassment
- not use put downs
- report any dangerous activity to the teachers
- look after your own and others property
- stay within the school grounds unless with a teacher
- remain out of the buildings during recess and lunchtime
- not climb on buildings, trees or unsuitable equipment
- not run inside or where there are many people about
- know where you can play particular games safely

TEACHER/ANCILLARY STAFF RIGHTS AND RESPONSIBILITIES

All teachers and school support staff have the right to:

- be free from disruption in the teaching and learning process
- be treated fairly and with respect by all members of the school community
- the support and assistance of other staff
- implement the behaviour management policy
- expect strong support from the school community in the behaviour management process

All teachers and support staff have the responsibility to:

- continually provide good teaching and learning practices and evaluate teaching strategies
- provide adequate supervision
- encourage awareness and understanding of school rules
- fairly, reasonably and consistently implement the Code of Conduct
- request advice and assistance when needed
- treat others as they would like to be treated themselves

PARENT/CARER RIGHTS AND RESPONSIBILITIES

All parents/carers have the right to:

- be recognised as the major influence in their child's development
- have access to staff at convenient, mutually agreed times
- participate in the total life of the school community
- be kept informed and given the opportunity to express themselves on matters of school policy
- be consulted/informed of inappropriate behaviours
- be treated fairly and with respect by all members of the school community

All parents/carers have the responsibility to:

- encourage good behaviour habits in their children
- support the school in its effort to maintain a positive teaching and learning environment
- support the school in its discipline procedures associated with implementation of the Code of Conduct
- treat others as they would like to be treated themselves

SCHOOL STRATEGIES.

We believe that the behaviour management of children is a shared responsibility between home and school.

Consequences for inappropriate behaviour are consistent across the school. 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.

Further, our school considers that a positive approach to behaviour is desirable in order to foster the concept of self-respect and fairness to children, teachers and the wider community. In order to develop a positive approach to behaviour our school is committed to the following strategies to:

- give constant positive reinforcement
- develop self-esteem
- encourage friendship
- develop pride in the school and the wider community
- develop understanding of, acknowledge for and respect of differences
- encourage sharing, tolerance and compassion amongst all children
- enhance and encourage parent/carer teacher contact
- be consistent and fair in expectations of behaviour and their consequences
- encourage organised and responsible play within our playground
- involve children in decision-making aspects of the Code of Conduct
- ensure that children understand the Code of Conduct
- be consistent in reinforcing the Code of Conduct

SCHOOL RULES

Because one of the rights is the right to be safe and secure, we consider the following forms of behaviour are intimidating or dangerous and are therefore unacceptable:

- fighting, bullying or any other form of aggressive behaviour
- throwing sand, stones or other dangerous objects
- using or carrying weapons (sticks, knives etc)
- harassment (cultural, religious, racial, sexual and disabilities)
- teasing and name calling
- stealing
- graffiti
- leaving the school ground without permission
- riding bikes in the school ground
- running in the school buildings
- climbing trees, roofs or structures other than designated playground equipment

- being in school buildings without teacher supervision
- kicking and other violence-based games

GUIDELINES FOR DEALING WITH UNACCEPTABLE STUDENT BEHAVIOUR

The staff at Mt Macedon Primary School believe that discipline is best achieved by:

- The promotion of positive social relationships
- providing an interesting, varied and stimulating learning environment
- which caters for the individual needs of all children
- maintaining a busy working tone throughout the school
- restorative practices

We do however realise instances of unacceptable student behaviour will still occasionally occur.

Given that students understand the school's Code of Conduct and the effect that breaches could have on themselves and others, it is therefore logical that choosing to breach the code should incur some penalty. The penalty should be logically connected to the offences.

Consequences range from discussion and warning, to time-out, meeting with parents, suspension , an inquiry

and expulsion.

THE SUSPENSION AND EXPULSION PROCESS

Suspension, expulsion and restrictive interventions 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>

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 Mount Macedon 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

Mount Macedon Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website

- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Mount Macedon 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

Mount Macedon 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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	Feb 2025
Consultation	17/02/25
Approved by	Principal
Next scheduled review date	Feb 2027