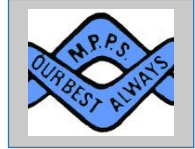


Moomba Park Primary School

Student Engagement and Wellbeing Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Moomba Park Primary School on 9359 2028

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.

Moomba Park 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.

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 and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Moomba Park Primary School is situated in the suburb of Fawkner and has a proud history of serving the local community since 1961. In 2023 we have 223 students enrolled from Foundation to Year 6 and 29 staff members.

As a community, we continuously work together to improve the learning of all students by targeting the diverse academic and social needs. The school improvement strategy continues to emphasize improving learning standards of all students through explicit instruction, activity based learning, investigation and inquiry.

At Moomba Park we are fortunate to have an extremely positive parent community who work in partnership with the school to support student learning. Families come from many cultures and varying socio-economic backgrounds, with 57% of our students speaking another language other than English. This blend is one of our greatest assets.

The school buildings and grounds include newly furnished, spacious classrooms and various teaching and learning spaces, library, music room, art room, large hall, heated indoor pool, large oval, garden spaces, basketball/netball courts, extensive playground-covered by shade sails and a school canteen.

We are fortunate to have an active Parents Group that meet regularly to organise and support school events.

2. School values, philosophy and vision

Moomba Park Primary School's Statement of Values and School Philosophy is integral to the work 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, Resilience, and Responsibility*

Our school's vision is to empower resilient, creative and successful young people who strive for personal excellence and positively contribute to the world. We provide an inclusive, supportive and engaging learning environment for our school community in which students are inspired to become resilient lifelong learners. Our School Motto is 'Our Best Always'.

Our Statement of Values is available online at: <https://moombaparkps.vic.edu.au/>.

3. Wellbeing and engagement strategies

Moomba Park 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 (group specific) and individual engagement strategies used by our school is included below:

Universal

- *high and consistent expectations of all staff, students and parents and carers*

- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Moomba Park Primary School have developed [instructional frameworks](#) based on Victorian Teaching and Learning Model (VTLM) 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 Moomba Park 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, including Steps to Prep to transition from kindergarten*
- *positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies through Strength Signals and Student of the Week Awards and communication to parents via the newsletter*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level, with recognition of 90-95% and 100% attendance acknowledged each term in the newsletter and with a certificate.*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through House Captain and School Captain representatives, the Junior School Council and other forums including year group meetings, class meetings and student voice requests from staff. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through sports days, school choir, STEAM Enrichment program and buddy programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, 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 are a partner school in Visible Wellbeing and engage in teaching positive behaviour, using Restorative Practices with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Bully Stoppers*
 - *Safe Schools*
 - *SEARCH Framework from Visible Wellbeing*
- *programs, incursions and excursions developed to address issue specific needs or behaviour*

- opportunities for student inclusion through Play Park, clubs, and recess and lunchtime activities
- 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 PLC Leader, a senior teacher responsible for their team, who monitor 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
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through Visible Wellbeing with outside referral support services available if needed
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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](#)

Individual

Student specific strategies that may be considered and applied on a case by case basis are:

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

as well as to other Department programs and services such as:

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

Moomba Park 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 Education 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 including school based Board Certified Behaviour Analyst and a school funded psychologist*
 - *Mental Health in Primary Schools (MHiPS) teacher and/or Wellbeing team*
 - *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 and Orange Door*

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

Moomba Park 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. Moomba Park 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*
- *functional behaviour analysis*

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

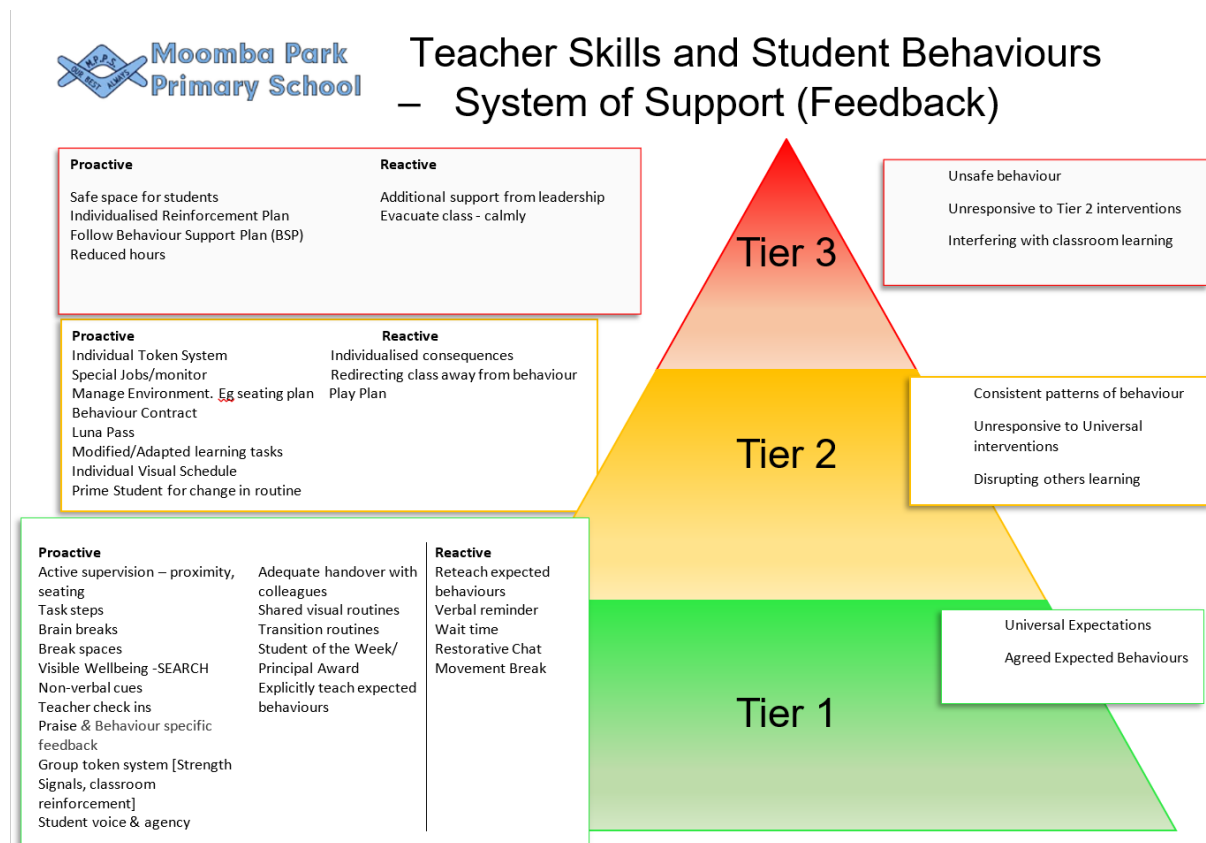
Behavioural expectations of students are grounded in our school's Statement of Values.

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, Moomba Park 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 detention, 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 Year Level Coordinator
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

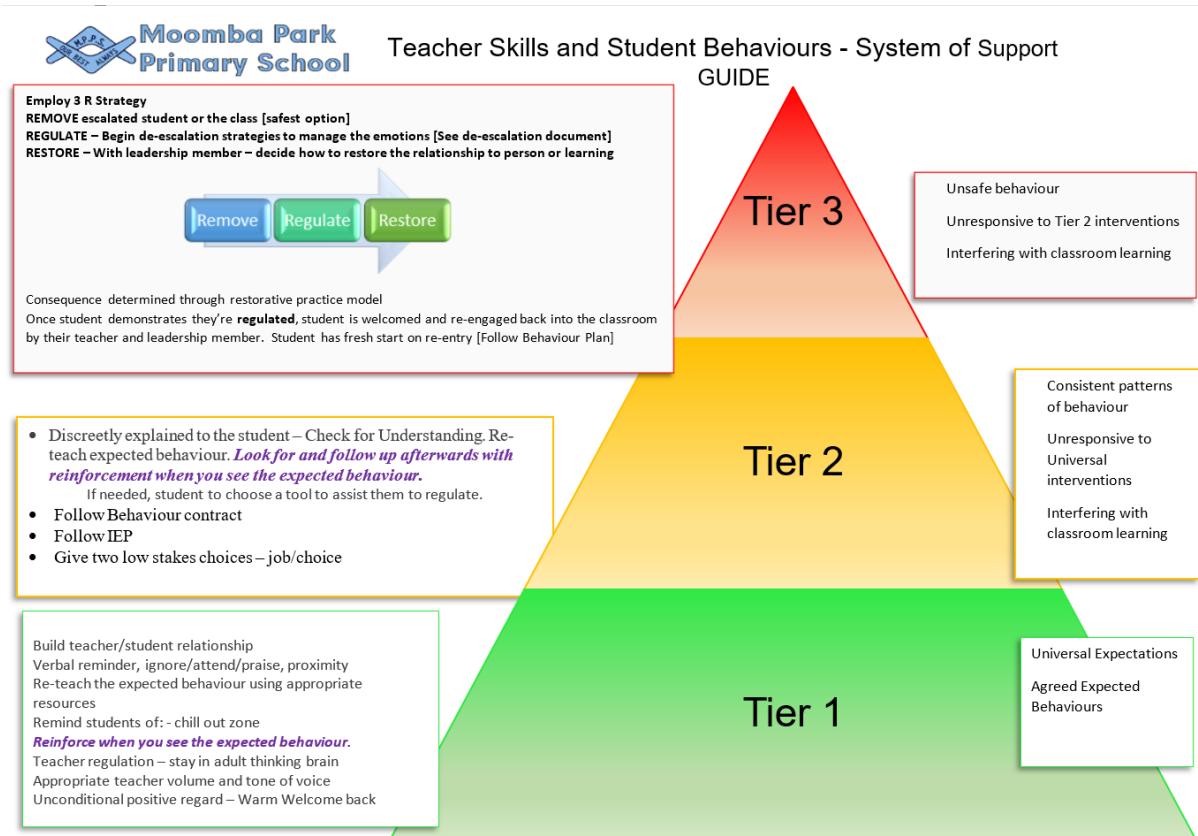
Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <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 Moomba Park 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

Moomba Park 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

Moomba Park 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 from XUNO
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Moomba Park 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
- 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	[14-08-2023]
Consultation	Student input –July 2023 Staff consultation 09 – 08 – 2023 School Council consultation 14 – 08 – 2023 Ongoing consultation via school website
Approved by	Principal
Next scheduled review date	[August 2025]

Instructional Frameworks

Reading

Whole Class Focus

(15 minutes)

Explicit teaching of Learning Intention

Comprehension
Strategies

Decoding
Strategies

Learning Intentions

INTENTION



Part 1: Small groups/independent tasks (20 minutes)

Teacher
group

Based on
group goal

Read to
self

Read to
self

Read to
self

Waves of Intervention – differentiation

Feedback

Part 2: Small groups/independent tasks (20 minutes)

Teacher
group

Based on
group goal

Independent
task

Targeted
task

Independent
task

Targeted
task

Independent
task

Targeted
task



Reflection of Learning

(5 minutes)

Students discuss/share Learning Intentions and
Success Criteria revisited

Student Assessment
against the learning
goal

Mathematics

Warm up(5 - 10 mins) May not occur

Launch(5-10 minutes)

Whole Class Focus

Problem viewed and read out to the students



Learning Pit (5 mins)

Students given approximately 5 minutes to individually attempt problem without teacher or peer support.

Explore (30 minutes)

Small group tasks

Teacher

Can give out enabling prompts or extending prompts based on student.

May run explicit teaching at point of need. Roams and takes notes.

Students

Work on problem. They may be guided to peer support, use of enabling or extending prompts or teacher group. Work to solve problem in multiple

Discussion of Learning (15 minutes)

Teacher chooses students high, medium and low level of response to share their work to demonstrate strategies across the continua of learning. Teacher will record reflections and explicitly teach strategies if required and make strong links to the learning intention and unpack success criteria with the students.

Learning Intentions (not revealed to students)

Differentiation Feedback

Student Assessment against the learning goal

Investigations

Learning Intentions

Tuning in: (20 minutes)

This part of Investigations is the opportunity to tune students into learning intentions that can be started in Investigations and continued in more formal sessions later and to introduce new areas. Tuning in is planned with the team but individual teachers have latitude here.

Focus children, reporter and photographer are introduced here and they choose their area first. Then all other students are dispersed to Investigation areas.

Differentiation
Feedback

Investigations (40 minutes)

Student centred investigating takes place at highly engaging Investigation areas including: dramatic play, craft, construction,, science, inquiry and interest areas.

Teachers are to be fully engaged with Focus children firstly – questioning, observation, and modelling learning. Teachers will also check in with Photographers and Reporters (sometimes giving specific task to do) Teacher then touch base with other students as required

Student
Assessment against
the learning goal

Reflection (20 minutes)

Students discuss/share learning intentions and success criteria is revisited. Teacher questions students to reveal connections, particularly for Foundation students.

Focus is on the thinking and learning not the activity or artefact in itself.

Reset the learning environment (10 minutes)

Students and teachers reset the learning environment so that other lessons can take place.

Writing

Literacy warm up: (15 minutes)
Vocabulary/Spelling/Phonics practise

Whole Class Focus
(15 minutes)
Explicit teaching of Learning Intentions

Genre Model
Writing Craft
Authorial aspects

(25 minutes)

Teacher group

Explicit teaching

Teacher conferences

Based on individual goals

Independent student writing

Reflection of Learning

(5 minutes)
Students discuss/share Learning Intentions and
Success Criteria revisited

Learning Intentions
NIT planned

Differentiation - Feedback

Student Assessment
against the learning
goal