



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the office 5243 0820

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.

Mandama 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

SCHOOL POLICY

Mandama Primary School is located in Grovedale (southern suburban area of Geelong) in an established residential area with an enrolment of 384 students. The school has 17 classes with 3 classes at Prep level, 5 at 1/2, 4 at 3/4, and 5 at 5/6. The school staff, comprises of the Principal, Assistant Principal, 1 Leading Teacher, 1 Learning Specialist (teaching role) 17 classroom teachers, 4 specialist teachers - Visual Arts, Performing Arts/Music, Italian and Physical Education and 13 Education Support staff. Mandama families also benefit from the care provided by the Student Welfare Officer including strong partnerships with EMU, Drummond St., CASEA and others. The school has 2 Technical Support Staff, an Out of School Hours Coordinator, and a Maintenance/Gardener.

Our school strives to be an inclusive school community, valuing the diversity of a small proportion of families who have a language background other than English (LOTE). The school also has a small but strongly valued representation from the Koorie community. Mandama Primary School is proud of our inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

The staff work hard to provide a teaching pedagogy reflective of 21st century designs including ICT rich environments and personalised learning for every student. Our curriculum is delivered in a positive, stimulating and challenging environment where every child experiences success and is supported to develop a love of life-long learning, following the Mandama Motto of 'Learning for Life'. We operate a BYOD 1:1 ipad program to support and extend student learning opportunities through years 4-6, and school based devices for our P-3 students. The students explore their world through inquiry based learning to become thinking, informed, resilient and self-directed learners who can contribute actively to their community. The effective teaching of English and Mathematics is recognised as the foundation to successful learning and is a key aspect of explicit teaching throughout the day. The establishment of our Food forest, Camping program, Swimming program and Student Leadership teams enable students to hone their life skills and knowledge. We have introduced a "Learning for Life" weekly program which incorporates the School Values with the Resilience, Rights, and Respectful Relationships programs as a way of developing social and emotional skills in our students. The provision of lunchtime activities in PE and the Arts, lunchtime library activities, and the Passive Play room also caters for students in non-classroom times.

Mandama Primary School is part of the Barwon South Network and values professional support afforded by the Student Support Officers of the Network. We value our partnership with Grovedale Baptist Church Kids Hope and Breakfast Club Programs and Deakin University Science program. Ongoing partnerships with Grovedale College and Oberon High also provide great opportunities. We continue our strong partnership with neighbouring schools –Roslyn PS and Whittington PS through a robust Community of Practice initiative. This has provided all schools with opportunities to share expertise, researched strategies, and online forums to build capacity and expertise.

We will continue to work hard to strengthen partnerships with our parents/carers aiming to improve the parent satisfaction level in our school. Mandama Primary School has a supportive School Council and Mandama Fundraising Group and willingly embraces parent/carer helpers volunteering to assist with classroom learning support programs, sports programs and other school events.

SCHOOL VALUES, PHILOSOPHY AND VISION

Mandama 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, responsibility and resilience 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.

Our Statement of Values is available on the school's website.

MOTTO

We aspire to be a school renowned as a vibrant, safe, respectful and supportive community that lives the school's motto of '*Learning for Life*' in all our thoughts and actions.

OUR VALUES

The three school values form the keystones of our school culture and approach.

- Respect
- Responsibility
- Resilience

VISION STATEMENT

This describes the vision we have for students, staff and community in terms of the ways in which we work and learn together.

SCHOOL PLEDGE

An important component of each school assembly is the reading of our School Pledge. This needs to be unpacked at a classroom level so that students across the school understand the significance of the school pledge and what it means in daily practice.



RESPECT+

RESPONSIBILITY



LEARNING FOR LIFE PROGRAM

Mandama Primary School students engage in at least one session per week of *Learning for Life* curriculum, which is our developmentally sequential social and emotional curriculum informed by the Victorian Curriculum: Personal and Social Capabilities.

Our school values; Respect, Responsibility and Resilience are the foundations of our *Learning for Life* curriculum. We utilise and teach lessons from the Department of Education's 'Respectful Relationships' program. The focus of the Learning for Life curriculum is on; emotional literacy, personal strengths, positive coping, problem solving, stress management, help seeking, gender and identity and positive gender relations. This along with explicit values lessons supports students at Mandama to be respectful and resilient in both their school and personal lives.

WELLBEING AND ENGAGEMENT STRATEGIES

Mandama 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 whole school and individual engagement strategies used by our school to promote positive behaviour and inclusion is included below:

- *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 Mandama use a framework for improving student outcomes (FISO) to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons- (High Impact Teaching Strategies (HITS) and Classroom Instruction that Works (CITW)*
- *teachers at Mandama 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 in school assemblies and communication to parents*
- *students have the opportunity to contribute to and provide feedback to their class teachers through class surveys and other forums. Students can provide feedback during Student Voice forums. They are also encouraged to speak with their teachers, Unit Level Leaders, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through the 'buddy program', choir, recess and lunch activities.*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, Unit 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 is supported by programs such as:*
 - *Respectful Relationships*
 - *Bully Stoppers*
 - *Berry St*
- *programs, incursions and excursions developed to address issue specific behaviour (e.g. WOW program, Seasons program, CASEA – mental health program)*
- *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.*
- *opportunities for student inclusion (e.g. sports teams, clubs, recess and lunchtime activities)*
- *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 including regular Mandama Mob student meetings and creation of school specific Acknowledgement of Country. Implementation of our ATSI action plan*
- *our English as a second language students are supported through our EAL program, and engagement with Language school visiting teachers*
- *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 and implement Respectful Relationships program*
- *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 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*
- *classroom teachers will undertake health promotion and social skills development in response to needs identified in classrooms through the 'Learning for Life' program.*

- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, [Restraint and Seclusion Policy](#)*

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

- *Student Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>*
- *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, The Orange Door*
- *EMU*
- *Lookout*
- *Cottage by the Sea*
- *Kids Hope program*

Mandama Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
 - *Re-engagement programs such as EMU*

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.*

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Mandama 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. The 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*

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 and School Philosophy highlights the rights and responsibilities of members of our community.

All Members of the Mandama Primary School community have a right to:	
<ul style="list-style-type: none"> • Fully participate in an environment free of discriminatory behaviour. • Be treated with respect and dignity. • Feel valued and supported in an environment that encourages freedom of thought and expression. • Feel safe at all times. 	
All Members of the Mandama Primary School community have a responsibility to:	
<ul style="list-style-type: none"> • Acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community. • Participate and contribute to a learning environment that supports the learning of self and others ensuring their actions and views do not impact on the health and wellbeing of other members of the school community. • Acknowledge their obligations under Ministerial Order No 1359 – Child Safe Standards – Managing the risk of child abuse in schools. 	

All Students have the right to:	All Students have the responsibility to:
<ul style="list-style-type: none"> • participate fully in their educational program • 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 	<ul style="list-style-type: none"> • 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. • Respect and care for our buildings and grounds.
All Parents/Carers have a right to:	All Parents/Carers have a responsibility to:
<ul style="list-style-type: none"> • Be treated with respect. • Be attended to professionally and effectively. • Work in partnership with the school to support and be informed about their child's education. 	<ul style="list-style-type: none"> • Assist their child to develop a positive self-image, tolerance and understanding of others. • Ensure their child is punctual and attends school each day. • Inform teachers of relevant medical and family situations. • Support the school and encourage their child to follow the school's behaviour expectations. • Support their child/ren to ensure they comply with the Mandama Dress Code.
All Staff have a right to:	All Staff have a responsibility to:
<ul style="list-style-type: none"> • Be treated with respect. • Work in a safe, pleasant and harmonious environment. • Be supported by the school community. 	<ul style="list-style-type: none"> • Contribute to a positive school climate for everyone. • Provide opportunities for all students to experience personal success. • Develop positive values in students. • Treat others equally and with respect.

	<ul style="list-style-type: none"> • Communicate regularly with parents about their child’s education and behaviour. • Model and promote school values. • Ensure student safety is a priority.
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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.

BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values and School Philosophy. Violence, bullying and other offensive and harmful behaviours such as racism and discrimination will not be tolerated at our school. Student bullying behaviour will be responded to consistently with Mandama Primary School’s Bullying policy. At Mandama, we believe that:

- Teachers and other staff at the school can, and do influence student behaviours and that through explicit teaching we assist students to become self-aware and socially responsible.
- The ultimate goal of schooling and of behaviour support is for students to become self-managed, self-directed life-long learners.
- The building of relationships between teachers, students and parents has a direct impact on improvement in the standards of student behaviour.

When a student acts in breach of the behaviour standards of our school community, the School will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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.

Our school has developed and applies disciplinary measures by following the pathways outlined in:

- ***Mandama Positive Behaviour Matrix***
- ***Mandama Primary School Behaviour Flow Chart***

All students regularly visit these procedures and are displayed in every classroom.

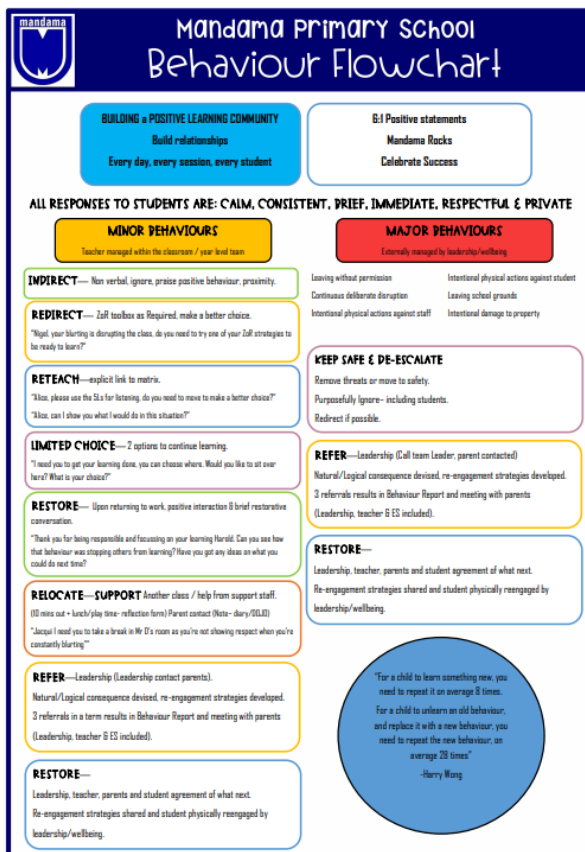
Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

- <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 Mandama 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.



Mandama Primary School Positive Behaviour Expectations			
	RESPECT+	RESPONSIBILITY	RESILIENCE
Everywhere	I use manners and speak politely. I use the 3:1s for listening. I follow instructions from adults quickly. I am honest.	I wear my school uniform correctly. I take care of equipment and belongings. I act and move safely. I clean up after myself. I help others.	I have a growth mindset. I accept the consequences of my actions. I try to solve problems.
In Class	I allow others to learn. I keep my workspace tidy.	I ask for permission before leaving the classroom. I am ready to learn. I focus on my learning. I sit during eating times. I follow the ICT user agreement.	I accept feedback. I celebrate achievements.
Shared Spaces	I walk with my class in straight, quiet lines. I maintain other people's privacy.	I keep shared spaces safe and tidy. I use, flush, wash and leave when at the toilets.	I use my Zones of Regulation strategies when things don't go my way.
In the Yard	I play fairly and include others. I speak with kindness.	I line up when I hear the bell music. I keep our school clean. I sit outside my classroom to finish eating. I play in assigned areas. I report serious problems to a yard duty teacher.	I follow agreed rules of play. I respect my friends' choices at playtime.

ENGAGING WITH FAMILIES

Mandama 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.

At Mandama, we believe that:

- *Education is a life-long process.*
- *Gender is not a determinant of capacity to learn.*
- *Children with disabilities are encouraged to access all educational opportunities.*
- *Children learn at different rates and in different ways.*
- *Children learn by a variety of activities.*
- *An educationally stimulating environment enhances learning.*
- *The learning environment encourages children to feel safe to take risks in their learning.*
- *Learning needs to be timely, authentic, relevant and engaging.*
- *The school is a focal point of the 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*
- *coordinating resources and services from the community for families*
- *including families in Student Support Groups, and developing individual plans for students.*

EVALUATION

Mandama 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
- SWPBS Self-Assessment (SAS) and Tiered Fidelity Inventory (TFI)
- Respectful Relationships Audit
- school reports
- parent survey
- COMPASS
- CASES21
- SOCS

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website Included in staff induction processes
- Included 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 REVIEW AND APPROVAL

Policy last reviewed	3/6/2022
Consultation	20/6/2022, School Council
Approved by	Marina Keegan
Next scheduled review date	June 2024