



STUDENT WELLBEING & ENGAGEMENT POLICY



Help for Non-English Speakers

If you need help to understand the information in this policy please contact the Principal on 03 5425 3155 or email Redesdale.mia.mia.ps@educamail.vic.gov.au

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students.
- (b) expectations for positive student behaviour
- (c) support available to students and families.
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Redesdale Mia Mia 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

Redesdale Mia Mia P.S. is a dynamic rural school located in Redesdale, 20 minutes south of Eppalock. The school is a product of the 1991 amalgamation of Redesdale and Mia Mia primary schools.

The school population in 2024 was 12 students, with one fulltime teaching Principal, at Classroom teacher (1.0), an ES member (.6) and a Business Manager (.4). Redesdale Mia Mia continues to be a creative and nurturing environment that values a love of learning and resilience through risk taking, where students are encouraged to develop confidence and the skills and knowledge to make a valuable contribution the wider community.

Literacy and Numeracy are key areas students are encouraged to develop while numerous specialist programs are implemented to develop a wide range of knowledge, skills and understanding. Student personal and social capabilities are enhanced through our Positive Behaviour Support Systems and Smiling Minds 'Mindfulness' Program.

Redesdale Mia Mia is also a member of a cluster of small rural schools and participating in a camp's program and regular cluster days, exposing students to larger volumes of friends and preparing them for High School. The school also provides a range of whole school activities that are challenging, exciting and enjoyable including camps, incursions and excursions.

2. School Values, Philosophy & Vision

VISION

Redesdale Mia Mia Primary School's vision is: The community of Redesdale-Mia Mia Primary School considers itself a family that fosters wellbeing and embraces diversity. We strive to develop independent leaders who are globally capable.

MISSION

Redesdale Mia Mia Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education.

OBJECTIVE

Redesdale Mia Mia Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum.

VALUES

Redesdale Mia Mia Primary School's values are:

We create learning opportunities that build:

- A love of learning and resilience through risk taking initiative and freedom with optimism
 - Truthfulness, respect and trust of others
- Relationships through teamwork, friendship.

Our Statement of Values is available online at: <https://www.redesmiaps.vic.edu.au/page/220/Polices-&-Reports>

3. Wellbeing & Engagement Strategies

Redesdale Mia Mia 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.

We utilise School Wide Positive Behaviour Support Systems to re-enforce positive choices made by students that are reflected in our values. We also believe in developing the whole child, academically, socially and emotionally. We are a 'Smiling Minds' school and deliver the program to further enhance student understanding of the Personal and Social Capability component of the Victorian Curriculum.

The strategies utilised at RMMPS include:

- *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.*
- *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 Redesdale Mia Mia Primary School use an 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 Redesdale Mia Mia 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 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.*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.*
- *create opportunities for cross—age connections.*
- *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*
 - *Smiling Minds*
 - *Positive Behaviour Support Systems*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs.*

Targeted

Each year group has a teacher responsible for their year, 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.

- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment*

- *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 using the Berry St model.*
- *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

When applicable, RMMPS utilises the following to support and engage individual students:

- 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
- Navigator
- LOOKOUT

Redesdale Mia Mia 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 Child First*
 - *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*
- *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

Redesdale Mia Mia 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. Redesdale Mia Mia Primary School will use the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled.*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.*

- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

5. Student Rights & 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 & Management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Redesdale Mia Mia 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*
- *detentions*
- *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 Redesdale Mia Mia Primary School list 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

Redesdale Mia Mia 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

Redesdale Mia Mia 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 (Wellbeing and Student Attitudes)
- incidents data
- school reports.
- parent survey
- case management
- CASES21, including attendance and absence data.
- SOCS

Redesdale Mia Mia 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
- Made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carers 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	FEBRUARY 2025
CONSULTATION	CONSULTATION WITH SCHOOL COUNCIL ON 17 TH FEBRUARY 2025
APPROVED BY	PRINCIPAL
NEXT SCHEDULED REVIEW DATE	FEBRUARY 2027