

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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.

Mirniyan 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

Mirniyan Primary School opened in 2025. The school has supported the growing local population to access a 21st century education with a vibrant and dynamic learning environment close to home. The school is located at 75 Welsummer Drive Clyde North 3978 in the southern-eastern growth corridor,

in the City of Casey. Mirniyan Primary School can enrol up to 650 students. We have developed close ties to the local community, and work to gain support from our local shops and community services.

Mirniyan Primary School is a state-of-the-art educational facility that from the outset strive for high student achievement and excellence. We are a vibrant and dynamic learning community providing nurturing, diverse, and challenging educational opportunities. We have an aspirational culture that is inclusive and welcoming, with high expectations for success. As a learning community, we have a collective commitment to develop a strong positive culture that nurtures strong positive attitudes and mind frames that foster lifelong learning to develop our students as empowered citizens with strong voices and agency now and in the future.

Our dedicated and dynamic staff are committed to ensuring all students achieve their personal best potential by constantly striving for their own continual professional growth and encouraging students to do the same in learning and wellbeing.

Mirniyan Primary School embraces contemporary research and evidence-based pedagogies and teaching and learning practices. We are committed to ensuring every student has the best possible opportunity to succeed, achieving academic and personal wellbeing success. We provide an innovative, inclusive, and future-focused learning environment where all stakeholders are expected to be creative and critical thinkers to achieve and thrive as learners, leaders, and citizens.

Our school is culturally diverse with a significant proportion of families having a language background other than English (LOTE), with the largest LOTE groups being Punjabi, Sinhalese and Hazaraghi. We celebrate and are proud of our diversity and inclusive school community.

We aim to develop the capacity of all students to be empowered agentic learners with aspirational expectations of learning, progress, and achievement. Agentic learners who understand what and why they are learning, how they are going, and where they will go next working in partnership with staff to monitor their progress and co-create goals to inform future achievements in learning and wellbeing.

Curriculum planning and implementation is based on the Victorian Curriculum (Levels F-10, inclusive of Levels A-D) and is differentiated by teachers within the year level PLCs to meet the learning needs of their students. The contemporary pedagogical teaching and learning practices have been implemented across all areas of the curriculum with consistent current research based instructional models across all classrooms for English and Mathematics. Inquiry learning is based on Kathy Walker's play-based learning as 'Investigations' for Prep to grade 2 and Kath Murdoch's rigorous project research-based inquiry approach for grades 3 to 6. Our school promotes the development of Learner Dispositions for all members of our learning community to develop thinking and learning strategies. We aim to develop our students into passionate and confident learners who have curious and inquiring minds and a lifelong love and joy of learning. Students who thrive and flourish with highly developed learner agency and voice that empowers them to impact positive change in their own lives and in the world around them.

Inquiry in grades 3 to 6 provides opportunities for students to develop skills and abilities to be able to increasingly take control of their learning, time to learn deeply, learn new things, and develop high-level thinking skills such as critical and creative thinking. Play-based learning is a developmentally appropriate practice that focuses on providing our students with a strong foundation in essential literacy and numeracy skills linking a child's natural propensity to learn

through play and continually expanding their learning, thinking skills and engaging with and achieving their learning goals.

Digital Learning is embedded in all curriculum areas as a tool to support and extend student learning. The specialist programs provides further learning opportunities for students to develop and enjoy their interests, passions, strengths and excel in many different areas of the curriculum.

Inquiry and problem solving is embedded throughout all curriculum learning experiences developing independent students with highly developed thinking, questioning and creative skills that enable them to take action to make positive differences in their lives and in society.

Students and their wellbeing lie at the centre of Mirniyan Primary School's vision and drives all our decisions and actions. Students with high levels of learner agency are actively involved in partnership with staff in identifying and addressing issues in their learning environments to ensure their learning and wellbeing needs are met. Our wellbeing approach is comprehensive with explicit teaching and learning of social and emotional skills and is embedded throughout all classroom and curriculum areas.

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

Mirniyan Primary School 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, care, and growth at every opportunity.

*We **respect** ourselves, others and our environment and understand that our attitudes and behaviours have an impact on us, the people and world around us. We embrace and celebrate differences and diversity and are inclusive of all people.*

*We **care** for ourselves, others and our environment by modelling and demonstrating kindness and thinking about the intention and impact of our behaviours and actions.*

*We strive for **growth**, by working hard, having self- determination and perseverance when we are challenged, and we welcome mistakes as valuable learning.*

Our values are supported by our learner dispositions for students and staff. Our vibrant and dynamic learning environment supports, nurtures and encourages all stakeholders to continually strive for growth. Staff and students embrace themselves as continuous learners who are always growing and developing. Confidence, motivation and engagement in learning are key learner characteristics that are encouraged and nurtured in all learners in our school community. These characteristics are developed by students and staff living and demonstrating our **learner dispositions** in all that we do across the school.

Dispositions describe a person's inclination to use particular skills when faced with problems to solve, ideas to evaluate or decisions to make. Adopting these ways of thinking improves student and staff outcomes and chances for successful life-long learning.

The following are our learner dispositions:

LEARNER DISPOSITIONS

CURIOUS -Staff and students cultivating curious and inquiring minds

- **COLLABORATIVE:** works with others and is open to new and different ideas, perspectives, and opinions of others.
- **UBIQUITOUS LEARNER:** A curious mind and a learner who believes that learning, thinking and creating are continuous, never ending and take place anywhere, anyhow, and anytime.
- **REFLECTIVE RISK-TAKER:** Willing to take risks, have a go and comfortable with the discomfort of challenge and stretch when learning. Welcomes mistakes as valuable and opportunities to learn. A goal setter, getter and assessor who seeks feedback, assesses learning strategies and processes applied and sets new goals to continually grow.
- **INDEPENDENT AND INTERDEPENDENT LEARNER:** a resourceful learner with initiative and drive who is an independent learner who also values working and learning together as a member of our learning community.
- **OPEN-MINDED:** A Growth mindset- Willing to challenge one's thinking, be challenged by others, change one's mind, adapt and change their approach as new problems arise and willing to receive feedback.
- **UNIFIED-** We all belong and work together to cultivate a positive learning community.
- **SELF-DETERMINED:** A determined and autonomous self-regulated learner who can be patient, persist We aim to develop our students into passionate, confident and curious learners who have curious and inquiring minds and a lifelong love and joy of learning. Thriving students with highly developed learner agency and voice that empowers them to impact positive change in society, and persevere when challenged and experiencing productive struggle.

The learner dispositions are explicitly taught in each classroom and embedded throughout every stage of our instructional models providing opportunities to practice these ways of thinking and learning.

The learner dispositions are embedded in our staff PLC meetings and all other school meetings and activities. Staff develop a common and shared learner language in classrooms and all professional settings.

OUR VISION

To develop confident and curious learners who respect and care for themselves, others and our environment and always strive for growth.

OUR MISSION

We aim to develop the skills, attitudes, abilities, and dispositions of students to achieve their full academic, creative and emotional and social potential to enable them to be confident and responsible global citizens who can make positive lifelong contributions to society and the world.

Our school values, philosophy and vision guide our organisational leadership, governance, and culture to ensure that child safety and wellbeing are embedded in our school's daily practices.

Our Statement of Values and School Philosophy is available on the school website.

3. Wellbeing and engagement strategies

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

Universal

- Our vision is lived and breathed as part of our collective language when discussing the 'Mirniyan Primary School way': "We are confident and curious learners who respect and care for themselves, others and the environment and we always strive for growth."
- Each week our students participate in a variety of Wellbeing SEL lessons and activities. These sessions help to support the development of healthy, happy and resilient young people. E.g Daily circle time, Respectful relationship sessions, sessions exploring values, zones of regulation and buddy sessions.
- a child safe culture is championed and modelled at all levels of the school from the top down and bottom up. A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 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
- Each classroom and learning space has a 'Who do I speak to' poster outlining how and who students can talk to about their safety or any other concerns they have. Teachers and the assistant principal / student wellbeing coordinator regularly discuss the poster and encourage and nurture strong student agency and voice.
- PROTECT Child Safety posters will be displayed across the school
- 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 Mirniyan Primary School use Restorative Practices, the Respectful Relationships Program and the Wellbeing High Impact Teaching Strategies as the 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 Mirniyan 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.
- Students who actively demonstrate the values are provided with awards and recognition, award winners are invited to morning tea with the Principal

- Student wellbeing forum groups held by Assistant Principal / Student Wellbeing Coordinator termly
- Student anonymous feedback box in school office
- 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 e.g. We Care awards and role plays of positive behaviours at assemblies will be presented by school leaders.
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, House activities, athletics, music programs, Buddies program and peer support programs
- all students are encouraged talk to staff members and to self-refer to the Student Wellbeing Coordinator, Mental Health and Wellbeing Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - Peer Mediation Program
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. bullying, anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- 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.
- We have a strong and embedded First Nations lens that is woven through all of our rich curriculum and visually evident throughout our school. Students are taught about the history and culture of Australia’s First Peoples as part of the teaching of the Victorian Curriculum through all curriculum areas and explicitly in Inquiry programs. Students are explicitly taught about First Nation’s history and culture including authors, artists, actors and spirit stars etc. First nations literature and artworks are used for Inquiry units.
- NAIDOC Week is celebrated annually with a range of age-appropriate cultural activities.
- Whole school events will celebrate diversity and inclusion. These will include Harmony Day, days celebrating culturally significant days e.g. Diwali, Ramadan, Chinese Land Festival and others such as Autism Recognition Day, Resilience Day, National Sorry Day, Reconciliation Day, Anti-racism Day, Wear it Purple Day, National Day of Action against Bullying and Violence day, R U OK Day, and Human Rights Day. These days will be celebrated in all

classrooms, acknowledged through newsletters and some will involve cross level/age rotational activities and community and parental involvement in parades and performances.

- Implementing the Koorie Education Policy to create a learning environment for all students that acknowledges, respects and values Koorie cultures and identities

Targeted

- The Assistant Principal, Student Wellbeing coordinator and Mental Health and Wellbeing Leader 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
- Using Early Years Koorie Literacy and Numeracy support funding to provide additional learning resources (including human resources) to support the student in line with the goals and targets of their IEP
- 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. These students will be provided with additional support measures as outlined in individual and cultural plans. Culturally and Linguistically Diverse (CALD) students with extra needs will be supported by the EAL teacher working closely with classroom teachers to set and monitor appropriate learning goals using the EAL continuum. Interpretation services will be engaged to translate and interpret school documents and processes into different family languages so all families can readily access school information. Multicultural Aides (MEAs) will be employed to join our staff and further support our families.
- we support learning and wellbeing outcomes of students from refugee background through participation in the Refugees Education in Schools Program.
- 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](#) including a dedicated day of celebrating diversity.
- 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 Education 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

Mirniyan 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
- Utilising the experience and expertise of our Mental Health and Wellbeing Leaders to support students to effectively engage in learning experiences at school
- Working with individual students to identify a peer mentor or buddy who can help form friendships
- Setting up a schedule of regular check ins with students and their identified Mentors to ensure regular support is provided when needed
- 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
 - 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/Orange Door
 - Re-engagement programs such as Navigator

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

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

Mirniyan 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 to help identify students in need of support and enhance student wellbeing. Mirniyan 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

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 and School Philosophy 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.
- Identify and address issues in their learning environments to ensure their learning and wellbeing needs are met

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
- Adopt the Mirniyan Primary School way to demonstrate positive behaviours and actions:

"We are confident and curious learners who respect and care for themselves, others and the environment and we always strive for growth."

*We **respect** ourselves, others and our environment and understand that our attitudes and behaviours have an impact on us, the people and world around us. We embrace and celebrate differences and diversity and are inclusive of all people.*

*We **care** for ourselves, others and our environment by modelling and demonstrating kindness and thinking about the intention and impact of our behaviours and actions.*

*We strive for **growth**, by working hard, having self-determination and perseverance when we are challenged, and we welcome mistakes as valuable learning.*

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 and School Philosophy/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, Mirniyan 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:

- All staff will implement the Mirniyan Primary School behaviour continuum that outlines the school rules, behaviour management steps and logical consequences
- A restorative practices approach will be embedded to elevate student behaviour and as a significant school-wide approach to supporting students to develop their social and emotional literacy
- 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 Student Wellbeing Co-ordinator and/or the Mental Health and Wellbeing Leader and Assistant Principal
- time outs
- 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.

The Principal of Mirniyan 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

Mirniyan 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
- Supporting CALD students and families with MEA support and translation support services to assist with communicating and explaining enrolment, transition and school information.
- 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

Mirniyan 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
- Student Online Case System (SOCS).

Mirniyan Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- available publicly on our school's website
- included in staff induction processes

- included in transition and enrolment packs
- included in student diaries so that it is easily accessible to parents, carers and students
- 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/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 Department's Policy and Advisory Library (PAL):
 - [Attendance](#)
 - [Student Engagement](#)
 - [Child Safe Standards](#)
 - [Supporting Students in Out-of-Home Care](#)
 - [Students with Disability](#)
 - [LGBTIQA+ Student Support](#)
 - [Behaviour - Students](#)
 - [Suspensions](#)
 - [Expulsions](#)
 - [Restraint and Seclusion](#)
- Related Policies:
 - Child Safety and Wellbeing Policy
 - Bullying Prevention Policy
 - Inclusion and Diversity Policy
 - Statement of Values and School Philosophy
 - Complaints Policy
 - Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	Staff, student representative groups, parent groups and school council in March 2025 or as soon as they are appointed.
Approved by	Principal
Next scheduled review date	May 2025 – to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.