



Mount Pleasant Primary School

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 on 5332 3646.

Purpose

Mount Pleasant Primary School.

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

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

Mount Pleasant 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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2. School values, philosophy and vision
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Policy

1. School profile

Mount Pleasant Primary School is a state government primary school, located approximately three kilometres south east of the original Ballarat Post Office. The school's current enrolment is around 125 students. There are approximately 25 staff members - teaching and non teaching (full time and part time). The school attracts students from a wide range of socio-economic backgrounds. We are a diverse community that values inclusion.

The school community highly values supporting all of our students to develop dispositions that build the foundation to contributing positively and responsibly to their local and global community; and, continuing to understand and implement evidence based best practice that is implemented consistently from Foundation to Year 6.

The school is committed to delivering evidence based approaches to Reading, Writing and Numeracy. Mount Pleasant Primary School provides professional learning to staff that ensures children have classroom instruction that gives our students the best foundation to their schooling life.

The school has three main buildings. Building 1 - the original school building - accommodates six senior classrooms (each with student withdrawal and staff administration areas). Building 2 - houses three junior classrooms (each with student withdrawal and staff administration areas), the school's administration, resource centre, Information Technology Centre, art/craft room, staff amenities, kitchen and student toilets. Building 3 – our Arts Centre – includes a large multi-purpose room used for a variety of purposes including physical education and whole school assemblies, and school kitchen.

Our buildings provide students and staff with exceptionally pleasant and aesthetically pleasing learning and teaching environments. All classrooms are equipped with modern, networked computers and each has an interactive whiteboard to facilitate teaching and learning.

The terraced school ground caters well for the needs of all students and provides recreational facilities for the community outside of school hours. Facilities include a basketball court, bat tennis courts, an oval, two climbing and adventure areas, landscaped gardens, a sandpit, sensory garden, shaded table area and extensive sealed and shaded areas.

Mount Pleasant Primary School school offers Visual Arts, Performing Arts, Music, Physical Education and Chinese. There are also small group Arts Intensives that are designed to support specific learning needs and that value the connection between the Arts and reading, writing and numeracy.

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

2. School values, philosophy and vision

Mount Pleasant 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 online on our website, www.mtpleasps.vic.edu.au.

3. Wellbeing and engagement strategies

Mount Pleasant Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Student wellbeing is supported by developing students understandings of themselves, their sense of belonging and inclusion in the school community. We value and support the development of strong relationships to support social/emotional wellbeing.

The school is committed to providing a safe, nurturing and stimulating environment within which our students have the opportunity to realise their full intellectual, physical, creative and social/emotional potentials. The values of Respect, Responsibility and Resilience are central to the life of our school and how community members contribute to school life.

Mount Pleasant 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.

Universal

- high and consistent expectations of all staff, students and parents and carers, this is communicated via our Statement of Values, Code of Conduct and Respect for Staff Policies
- 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
- all staff are trained in Interception Reading to Learn Kit and this is utilised during every transition during the school day as well as at times emotional regulation support is required
- teachers at Mount Pleasant Primary School use a School Wide Positive Behaviour Framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Mount Pleasant 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 and enhanced transition programs to support students moving into different stages of their schooling in particular from Kinder to Foundation and from Year 6 to Year 7
- highly scaffolded transition programs for students requiring higher levels of support when transitioning to Mount Pleasant Primary School
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents Good News Notes, emails from teachers and Student Awards
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level, this is supported by the termly letters to families and processes with teachers to call regarding student absence
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, whenever they have any questions or concerns. Students are also supported to identify the five people that can speak with at school with the five fingers on a hand activity
- create opportunities for cross—age connections amongst students through Arts Intensives, school plays, athletics, music programs, performing arts/visual arts programs and small groups social/emotional support programs such as Buddies and Mates
- we engage in school wide positive behaviour support with our staff and students
- 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 classroom teacher and a Learning Leader, 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 – see the Marrung Implementation Plan for further information
- Koorie students have a termly SSG – Student Support Group meeting with their families/carers/teacher/Student Wellbeing Support Co-ordinator
- 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 including through Central Highlands local support groups
- we support learning and wellbeing outcomes of students from refugee background

- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on LGBTIQ+ learners – see more information here: <https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy>
- 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 (IEP) 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 Disability Inclusion such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups, individual education plans and further targeted support where children are eligible for a Disability Inclusion Profile (DIP)
- 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

At Mount Pleasant Primary School we are guided and informed by the following Department Policies:

- [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](#)

Mount Pleasant 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
- targeted support from Central Highlands SSS (Student Support Services)
- developing an Individual Education Plan and/or a Behaviour Support Plan
- termly SSG’s to review IEP’s and Behaviour Support Plans and include all supports and student advocates
- attend Care Team meetings with DHS when/if required
- considering if any environmental changes need to be made, for example changing the classroom set up
- we have a partnership with Fed Uni to provide services from provisional psychologists for students requiring targeted emotional/social supports
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Develop emotional regulation through Interoception Ready to Learn Kit
 - Catastrophe Scale
 - School Wide Positive Behaviour
 - Buddies and Mates
 - Partnerships with the School Youth Focussed Service

- programs, incursions and excursions developed to address issue specific needs or behaviour needs such as Re-Cranked and Arts Intensives
- Mates and Buddies program for Foundation students
- 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 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 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

Mount Pleasant 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. Example 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
- referrals to school based psychologists and small group intervention programs such as Season's for managing grief and loss.

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/Code of Conduct that applies to all members of our learning community.

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, Mount Pleasant 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. Mount Pleasant Primary School has a Hierarchy of Behaviours triangle that displays Tier 1, Tier 2 and Tier 3 interventions, supports and responses to behaviour.

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 Mount Pleasant Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Mount Pleasant 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 and celebrating learning via social media
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Mount Pleasant Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Mount Pleasant 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 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 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.

Evaluation

This policy will be reviewed as part of the school’s two-year review cycle.

Policy Review and Approval

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| Created date | April, 2025 |
| Consultation | Staff and School Council, May, 2025 |
| Endorsed/Ratified by | Principal and School Council |
| Endorsed/Ratified on | 7 May, 2025 |
| Next review date | April, 2027 |