

**MOONEE PONDS WEST PRIMARY SCHOOL**



# **STUDENT ENGAGEMENT AND WELLBEING POLICY**

**Produced in consultation  
with the school community**

**To be read in conjunction with  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines***

**2014**

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School Council President: Paul Girdler**

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## **1. School profile statement**

At MPW our vision is to foster a community of lifelong learners. We strive to develop socially responsible and resilient individuals who are working towards achieving their full learning potential. Moonee Ponds West Primary School, established in 1888, is a happy, positive, safe and caring school. The school currently has a DEECD approved enrolment ceiling of 500 students, with demand for places often exceeding those available. The school is situated in a quiet residential area of Moonee Ponds. The school prides itself on the involvement of families, with a strong emphasis on involvement of pupils and parents in most school activities. The Parent Forum group complements the active and supportive School Council, Education, Resources, Environment and Fundraising Groups.

The school is currently in the third year of a strategic plan setting very clear directions for the school.

Included in the Strategic Plan is a strong focus on:

- Optimising literacy and numeracy learning and the educational outcomes of every student. Our aim is to have all children achieving in literacy and numeracy in the same range as schools with children from similar backgrounds.
- Embedding e-learning across the curriculum.
- Developing the learning community to improve student engagement and connectedness to school
- Improving transition at all stages of schooling from Kinder to Year 7.

Guiding and supporting this Strategic Plan is:

- The position paper “Towards Victoria as a Learning Community” and the Australian Curriculum (AusVELS )
- School based coaches to enhance classroom practice.
- Quality assessment and moderation to inform teaching practice.
- Innovative eLearning practices to improve student outcomes and engagement.
- The pursuit of excellence and continuous improvement for all learners.

During the 2014 school year we will be undertaking another review looking at what we have achieved over the past few years and identify goals and projects for future focus.

Moonee Ponds West Primary School is staffed by caring professionals who are committed to excellence and who believe in and follow a collaborative decision making process. Children are listened to and respected as individuals. There is a high expectation that all children will learn and develop to their full potential within a multi-age setting. Children leave Moonee Ponds West with a love of learning, a strong sense of self-worth, confidence, independence, risk-taking skills and self-discipline. Positive student behaviour and attitudes are developed through the Student Wellbeing policy and program with its underlying principles of rights, responsibilities, logical consequences, honesty and fairness. A focus on transitions at all points of schooling including between year levels will continue to be important.

## 2. Whole-school prevention statement

*Our Vision at MPW is to foster a community of life - long learners. We strive to develop socially responsible and resilient individuals who are working towards achieving their full potential.*

*Our Values are Respect, Honesty and Integrity, Persistence, Rights and Responsibilities, Freedom, Inclusiveness, Creativity and Community.*

### Elements of Student Engagement

1. **Behavioural Engagement – participation in education: including academic, social and extra-curricular activities**
2. **Emotional Engagement – reacting emotionally within the school and the classroom and how connected the students are to the school**
3. **Cognitive Engagement – being intrinsically motivated to learn**

### What’s currently happening in our school with regard to these elements?

Behavioural Engagement	Emotional Engagement	Cognitive Engagement
<i>How do we actively teach and promote positive social behaviour?</i>	<i>What do we do to promote connectedness to the school and peers? How do we educate our students about emotional intelligence?</i>	<i>How do we actively engage students in their learning and work to motivate/stimulate their thinking?</i>
<ul style="list-style-type: none"> <li>• Inquiry process of teaching and learning.</li> <li>• Learning to Learn units for whole school in Term 1. Rights and Responsibilities developed and discussed in classes and sent home for parents/carers. Shared with Specialists and PCO. School vision/values statement developed in consultation with whole school community and embedded into all programs.</li> <li>• School Values, (Respect, Honesty and Integrity, Persistence, Rights and Responsibilities, Freedom, Inclusiveness, Creativity and Community) embedded in Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Individual needs and differences are catered for well in our multi-age classroom settings and through effective level team planning by teachers.</li> <li>• Well-documented and whole school support for philosophy of teaching and learning through a multi-aging approach.</li> <li>• DEECD Student Services/ Guidance Officer support for students, teachers and parents/carers.</li> <li>• Provision of support from outside providers such as Restorative Justice PL, Family Life, for students and parents/carers and as the need arises</li> <li>• Actively seek student and parent/carer input in whole-school</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-based teaching and learning model. All learning based on ‘real life’ situations and should inform future action by students.</li> <li>• Focus questions, understandings and skills for every inquiry unit of work clearly displayed in classroom.</li> <li>• Students focus on transferring newly learnt skills and knowledge and connecting them to other applications.</li> <li>• Student voice is considered when investigating topics or units of work.</li> <li>• Promotion of student independent learning, being responsible for their learning and goals, and being prepared to take risks with their learning,</li> </ul>

<p>Units of Work. Staff, students and parents/carers referred to them often. Values statements displayed throughout the school buildings. Values revisited frequently with whole school community at Assemblies, the school website and in the Newsletter.</p> <ul style="list-style-type: none"> <li>• Buddies program across the school</li> <li>• FAD for years 5&amp;6, FAT (Fridays 2.30pm) and other multi age days eg. Education, Book, Literacy and Numeracy week celebrations</li> <li>• Strong student leadership Green Team program and Junior School Council.</li> <li>• Yard Rights and Responsibilities discussed yearly and formally reviewed biannually.</li> <li>• Active and strong home/school communication and parent education evenings</li> <li>• Individual Learning Improvement Plans</li> <li>• Whole school community days such as Welcome back Picnic, Movie night, Trivia</li> <li>• Increased sustainability focus through the Green Team and Environment committee, providing opportunities for students, teachers and school community to participate and learn</li> </ul>	<p>decision making</p> <ul style="list-style-type: none"> <li>• Provision of varied programs such as; Buddies, Green Team, Junior School Council, musical instrument tuition, art, language sport and PE programs MVIMP and OSHC (Out of School Hours Care).</li> <li>• Various teaching and learning strategies which cater for different learning styles eg. Individual, group, team, mixed ages etc.</li> <li>• Students given a voice in inquiry investigation choices and evaluation of units of work to inform future teaching and learning opportunities.</li> <li>• Students decide on own learning goals which can be cognitive, behavioural and/or emotional.</li> <li>• Individual Learning Improvement Plans</li> <li>• PTC conferences for parents/carers and teachers, students.</li> <li>• Clearly established restorative justice procedures</li> <li>• School Focussed Youth Service program 5/6 2012</li> <li>• Induction program providing mentors for new students and their families</li> <li>• Prep transition program</li> <li>• Parent Forum</li> </ul>	<p>acknowledging that it is okay to make mistakes.</p> <ul style="list-style-type: none"> <li>• Valuing PTC conferences with a focus on celebrating student achievement and reaching their learning goals. With teacher and parental support the students will identify the next steps for the learning.</li> <li>• Teacher, self and peer assessment. Pre and post assessment monitor progress.</li> <li>• Informed use of both formative and summative assessment, specifically AS, OF and FOR student learning</li> <li>• Specific learning styles are catered for in all classrooms.</li> <li>• EAL (formally ESL) students catered for in classroom programs.</li> <li>• Strong understanding of the culture of high expectations in all areas at MPWPS.</li> </ul>
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### **3. Rights and responsibilities**

#### **3.1 Guiding principles**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

#### **3.2 Equal Opportunity**

The *Equal Opportunity Act 1995*

( <http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm> ) sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

#### **3.3 The Charter of Human Rights and Responsibilities Act 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/)

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm>

#### **3.4 Students with disabilities**

The Disability Standards for Education 2005, <http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

clarify and make more explicit the obligations on schools and the rights of students under

the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

### **3.5 Bullying and harassment**

The school aims to provide a safe and secure environment to establish the best learning conditions and promote personal growth, resilience and positive self-esteem for our students.

#### **Definitions**

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**Cyberbullying** is a form of bullying which is carried out through an internet service such as

email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages or images
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they wish. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

***Please refer to the school’s Anti-Bullying Policy for more information on the school’s stance with regard to bullying. <http://www.mooneewestps.vic.edu.au>***

***The Safe Schools are Effective Schools policy on bullying is also an important resource and is found at***

***<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>***

**All sections of our school community have rights and responsibilities**

**Rights and Responsibilities of Students**

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to learn effectively and fully develop their talents, interests and ambition</li> <li>• participate fully in the school’s educational program</li> <li>• expect they will be encouraged and supported to take greater responsibility for their learning</li> <li>• learn in a cooperative and safe environment</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• participate fully in the school’s educational program and to attend regularly.</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• demonstrate respect for the rights of others, including the right to learn and contribute to an engaging educational experience for themselves and other students.</li> <li>• take greater responsibility for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these</li> </ul>



	<p>goals.</p> <ul style="list-style-type: none"> <li>• exhibit endeavour in their ongoing learning and strive for excellence</li> <li>• treat others the way they would like to be treated themselves</li> <li>• look after the school environment</li> <li>• know, understand and be guided by the school values</li> </ul>
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**Rights and Responsibilities of Parents/carers**

<b>Rights</b>	<b>Responsibilities</b>
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</li> <li>• ensure their child’s regular attendance</li> <li>• engage in regular and constructive communication with school staff regarding their child’s learning.</li> <li>• support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• know, understand and be guided by the school values</li> <li>• adhere to the Community Code of Conduct</li> <li>• respect confidentiality with respect to all school related issues</li> </ul>

**Rights and Responsibilities of Teachers**

<b>Rights</b>	<b>Responsibilities</b>
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within Privacy requirements, about matters relating to</li> </ul>	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the Engagement Policy.</li> <li>• know how students learn and how to teach them effectively.</li> </ul>

<p>students that will affect the teaching and learning program for that student</p>	<ul style="list-style-type: none"> <li>• know the content they teach.</li> <li>• know their students.</li> <li>• plan and assess for effective learning.</li> <li>• create and maintain safe and challenging learning environments.</li> <li>• use a range of teaching strategies and resources to engage students in effective learning</li> <li>• know, understand and be guided by the school values: Respect, Community, Honesty and Integrity, Creativity, Persistence, Inclusiveness, Freedom, Rights &amp; Responsibilities</li> <li>• respect confidentiality with respect to all school related issues</li> <li>• abide by the Code of Conduct of the Victorian Institute of Teaching</li> </ul>
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#### **4. Shared expectations**

It is important that we, as a school community, share and respect our agreed expectations of each other and the role we collectively play in developing our school as a learning community. Moonee Ponds West Primary School has a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. This is achieved through staff, students and the school community working together using our agreed values of as a framework.

##### **Expectations of the Principal**

- Provide leadership
- Ensure staff, students and the school community understand their expectations
- Support staff and students with the resources and support required to assist them in the process of teaching and learning
- Ensure that the curriculum of the school follows DEECD guidelines and caters for the needs of all students, and that the school responds appropriately to students' needs
- Lead all sections of the school community in working together to provide a positive and engaging learning community
- Be accessible and maintain confidentiality

##### **Expectations of Teachers**

- Aim to provide a challenging curriculum that provides for different learning styles and rates of learning
- Know and understand the optimal learning environment for students

- Provide appropriate intervention in response to student needs
- Encourage student voice, equal opportunity to participate and value student contributions
- Work with parents/carers and students in developing and striving toward student learning goals
- Develop the capacity to utilise a range of teaching strategies and resources to provide an engaging learning environment
- Be accessible and maintain confidentiality

**Expectations of Educational Support Staff**

- Support teachers in providing engaging learning opportunities for all students
- Contribute to student wellbeing through a variety of levels of support
- Be accessible and maintain confidentiality

**Expectations of Students**

- Develop as individual learners through goal setting and the support of teachers
- Participate in school programs using positive and appropriate behaviours and the school's agreed values
- Attend regularly
- Value school resources

**Expectations of Parents/Carers**

- Take an active interest in their child's educational progress and wellbeing
- Cooperate with the school and communicate regularly in a constructive manner
- Ensure their children attend school and promote positive educational attitudes
- Be accessible and maintain confidentiality

**Diversity in the school community**

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce which is better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems

**5. School actions and consequences**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- acknowledging student persistence and student or group achievements

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- supporting and adapting the student's learning program
- undertaking respectful discussions with students and connecting consequences to designated behaviour

Broader support strategies will include:

- involving and supporting the parents/carers
- timely and sequential mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- involving community and regional support

### **STUDENT MANAGEMENT**

More Severe Discipline Procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

#### **Evaluation:**

1. Comparison of data from Attitudes to Schools Survey
2. Comparison of data from Parent Opinion Survey
3. Comparison of data from Staff Opinion Survey

**RATIFIED BY SCHOOL COUNCIL (Date to be inserted)**

**Reviewed 2017 or as required.**

## **References**

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines <a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework <a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools <a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education <a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights <a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act <a href="http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm">http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm</a>
Education and Training Reform Act 2006 <a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct <a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>

## **Appendix**

MPW Student Wellbeing Policy

MPW Anti-Bullying Policy