

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's administration 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.

MINDALK 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

MINDALK Primary School was established in 2026 to meet the growing educational and enrolment need within Truganina.

The school can enrol up to 575 students, including 50 places for students with a disability, is situated within the growing Mt Atkinson housing estate on the lands of the Bunurong and Wadawurrung Peoples, with neighbouring grasslands, parklands, walkways and shopping precinct 25km west of Melbourne's CBD.

MINDALK Primary School facilities include:

- 3 learning neighbourhoods
- an administration and library building
- outdoor hard courts
- a community hub with indoor multi-use court, canteen and arts/music spaces
- a sports field
- a car park.

More than 60% of the MINDALK Primary School community speak a language other than English (LOTE) at home with the largest LOTE group being Indian (Punjabi). MINDALK Primary School celebrates and values its cultural diversity, and we are committed to providing an inclusive and supportive environment for all our students and families.

MINDALK Primary School is a central hub for the Mt Atkinson estate community as it grows and develops in the coming years. As part of a community hub MINDALK Primary School supports and encourages out of hours activities to foster community connections.

MINDALK Primary School is a Supported Inclusion School (SIS). A SIS is a local government school with additional professional capabilities and facilities designed to cater to a higher proportion of students with a disability. Students with a disability are provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment.

In the delivery of the Victorian Curriculum Levels F-6 (inclusive of levels A-D), our school employs evidence-based learning and wellbeing frameworks that directly align with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). Our school also utilises the Framework for Improving Student Outcome 2.0 (FISO 2.0) to deliver excellent outcomes in student learning and wellbeing.

As a SIS, we provide a curriculum and pedagogy that is rigorous and accessible for all students. Teachers cater for all learners and have four main areas of focus that are central to their teaching practice as required by the Department:

- relationship building
- strengths-based practice
- differentiation
- a developmental approach to assessment

With a significant proportion of families with a language background other than English, our school also provides support through specialist English as an Additional Language (EAL) teaching and classroom support.

2. School values, philosophy and vision

MINDALK 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: Learning, Adventure, Responsibility and Inclusion.

Our school motto, **Every Voice – Every Journey – One Community**, communicates our vision to be a vibrant, inclusive learning community where every student embarks on a journey of adventure, discovery and personal and academic growth. We envision a school where learning is meaningful and engaging, responsibility is embraced, diversity is celebrated, and every individual is cared for and valued.

Together, we strive to build a compassionate and connected community that empowers students to thrive and make a difference.

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's website.

3. Wellbeing and engagement strategies

MINDALK 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

- establishing a safe, secure and inclusive learning environment by championing and modelling a child safe culture at all levels of the school. Our 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 our students
- modelling, teaching and encouraging our school-wide values, shared expectations and the expected behaviours as defined on our School-wide Positive Behaviour Support (SWPBS) matrix
- modelling and teaching our shared expectations within the 'Learning and Behaviour Response' model as a SWPBS learning community
- maintaining high and consistent expectations of all staff, students and parents and carers via communication and promotion through staff induction, training and meetings, student induction, whole school forums and in the classroom, via newsletters and 1:1 parent meetings
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing through our SWPBS, by integrating a Social and Emotional Learning program from Year Prep to 6
- utilising an [Inclusion Outreach Coach](#) to help build our staff's capacity in implementing, embedding and monitoring high quality inclusive practices so that all students can thrive and reach their potential in a supportive learning environment
- welcoming all parents and carers and being responsive to them as partners in learning. Our parent community are encouraged to join our school council, volunteer in the classroom, attend camps and excursions and where required be involved in care team meetings for their children

- 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
- delivering a challenging, significant, relevant and engaging curriculum program that is tailored to student interests, strengths and aspirations
- using the Gradual Release of Responsibility as an instructional framework to enable an explicit, common and shared model of instruction and ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- adopting 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 (VIT)
- carefully planning transition programs to support students moving into different stages of their schooling including our ENGAGE Program at the beginning of each school year
- acknowledging positive behaviour through our school values and student achievement in the classroom through verbal encouragement and feedback, displays of student work, Showcase of Learning, active communication to parents (expected behaviour posts) and formally in school assemblies
- use of our school-wide digital platform to acknowledge student work and inform parents/carers about student learning and behaviour in real-time
- rigorous monitoring of student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- empowering students to be involved in school decision-making and leadership activities by enabling them to contribute to and provide feedback on decisions about school operations through the Junior School Councillor roles, Student Representative Council and other forums. Students are also encouraged to speak with their teachers, year level teaching staff, Wellbeing Team, Assistant Principal and Principal whenever they have any questions or concerns
- ensuring that students who have demonstrated unexpected behaviours towards others repair the relationship, for example by apologising, reflecting and reviewing the behaviour and demonstrating understanding of alternative behaviours
- connecting to external student support services, as appropriate
- providing opportunities for student inclusion (i.e. sport teams, recess and lunchtime club experiences)
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Wellbeing Team, First Aid Officer, Professional Learning Community 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
- programs, incursions and excursions are developed to address issue specific behaviour (i.e. Bully-stoppers)
- using a Buddy program to promote friendship and peer support
- Behaviour Surveys are completed twice termly for each classroom teacher to report the expected and unexpected behaviour they are managing with their students
- using the Berry Street Education Model (BSEM) to equip practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs

- supporting our staff to participate in the [Community Understanding and Safety Training](#) (CUST), which strengthens the capability of school staff to create more culturally safe and inclusive learning environments, including embedding Aboriginal and Torres Strait Islander perspectives in the curriculum, and building relationships with the Koorie community

Targeted

- ensuring that each year group has a Professional Learning Community (PLC) Leader; a senior teacher responsible for their year, who assists in monitoring the health and wellbeing of students in their year, and who acts as a point of contact for students who may need additional support alongside the classroom teacher
- connect all Koorie students with a Koorie Engagement Support Officer. Our school actively engages with Koorie Education Support Officers (KESOs) to provide additional cultural and educational experiences for our Koorie students as part of our *Action Plan Aboriginal Learning, Wellbeing and Safety*.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan (IEP) and will be referred to Student Support Services for an Educational Needs Assessment
- a Wellbeing Team consisting of principal class leaders and Learning Specialists support learners and respond to needs identified in data, anecdotal information, allied health reports, transition needs or classroom teachers
- offering targeted support programs and services for students with English as an Additional Language (EAL) and all cultural and linguistically diverse students to facilitate their language development, academic achievement and social integration. This includes English language support classes, bilingual resources, cultural orientation programs, and opportunities for peer engagement
- staff apply a trauma-informed approach to working with students who have experienced trauma with the support of senior leadership and our Wellbeing Team
- providing a positive and respectful learning environment for our students who identify as LGBTIQA+ by following the Department's policy on [LGBTIQA+ Student Support](#) including having a dedicated day of celebrating diversity
- We participate in the Safe Schools program to help us foster a safe environment and inclusive of LGBTIQA+ students
- supporting students with a disability or complex medical needs to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#). This includes modifications or reasonable adjustments to support access to learning programs and school facilities following consultation with families and where required, Student Support Groups, the student's medical team, the development of Individual Education Plans and/or a Disability Inclusion Profile and Disability Inclusion funding.
- using the BSEM to equip practical, classroom-based strategies to increase the engagement of all students in a small group setting for those with complex, unmet learning needs
- teachers are trained in Mental Health First Aid and apply this learning to support students suffering anxiety and other related issues.

Individual

MINDALK Primary School implements a range of strategies that support and promote individual engagement. These 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 Education Plan](#) or [Behaviour Support Plan](#) in line with the Department's [Student Behaviour policy](#)
- developing Transition Plans for children at risk of disengagement, who experience regulation challenges or have low attendance
- considering if any environmental changes need to be made, for example changing the classroom set up
- using Disability Inclusion funding and the student's Disability Inclusion Profile to deliver adjustments for individual students with complex and high needs
- referring the student to:
 - school-based wellbeing supports including the Wellbeing Leader and senior leadership
 - [Student Support Services](#)
 - appropriate external supports such as The Orange Door, Headspace, Parent Line, DFFH or other relevant support services or agencies.
- using the BSEM to equip practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs
- using department programs and support services such as:
 - the [mental health and wellbeing toolkit](#)
 - [headspace](#)
 - [Navigator](#) – for student reengagement in education and learning
 - [LOOKOUT](#) – for students living in out-of-home care

All students at MINDALK Primary School with additional needs are supported through a case management and Student Support Group process. This includes all:

- students with a disability or those requiring extensive or substantial adjustments in the classroom
- students in Out of Home Care
- Koorie students
- students with other complex needs that require ongoing support and monitoring.

The Student's Support Group look at risk factors and supportive factors and create plans with the student and parent and carer's support. [Student Support Group](#) meetings are held in the sixth week of each term to address the goal achievement and 'next steps' for a child with additional needs both socially and academically. For students in crisis, who are at risk or in a high support program such as LOOKOUT, referrals to specific services or agencies will be made as part of the Individual Learning Plan.

Where necessary the school supports 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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students.

4. Identifying students in need of support

MINDALK 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. MINDALK Primary School utilises 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
- detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- the Disability Inclusion Profile
- information sharing from external entities such as DFFH, The Orange Door etc.

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.

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 and School Philosophy*, code of conduct and School-wide Positive Behaviour Support approach.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination are not tolerated and are managed in accordance with this policy and our *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, MINDALK Primary School institutes a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement and our Behaviour and Learning Support Model. Where appropriate, parents are 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 are applied fairly and consistently. Students are always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- reminding a student about the expected behaviour
- meeting with a child 1 on 1 to reiterate behaviour expectations
- controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Wellbeing Team
- restorative practices
- behaviour reviews
- 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 can be expelled without the approval of the Secretary of the Department of Education.

The Principal of MINDALK Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

MINDALK Primary School values the input of parents and carers, and we 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
- helping families understand our policies and procedures and providing a translation service
- maintaining an open, respectful line of communication between parents and staff, supported by our *Communication 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, where appropriate
- coordinating resources and services from the community for families
- supporting culturally and linguistically diverse families with Multicultural Education Aides support and translation support services to assist with communicating and explaining enrolment, transition and school information
- building the capacity of staff in culturally responsive and trauma-informed practice through professional learning and partnerships with external agencies
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

MINDALK Primary School 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. This is undertaken by our Wellbeing Team and discussed with staff to reflect and enact improvements or changed interventions.

Sources of data that are assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Disability Inclusion data
- Student Online Case System (SOCS)

MINDALK Primary School 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 is communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in the Staff Administration Guide
- 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 also ensures 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 and resources 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](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Koorie Education](#)
- [Preventing and Addressing Racism in Schools](#)
- [Multicultural education programs and resources](#)

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
- Complaints Policy
- Action Plan Aboriginal Learning, Wellbeing and Safety
- Communication with School Staff Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2025
Consultation	Consultation with School Council, students, staff, parents and carers will take place in Term 1, 2026 (or as soon as the School Council is appointed) *
Approved by	Principal
Next scheduled review date	Term 1, 2026 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years thereafter.

*The *Student Wellbeing and Engagement Policy* will be reviewed by the School Council once they are appointed or earlier if a significant incident occurs or due to legislative or other changes.