

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 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.

Murrum 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

Established in 2026, Murrum Primary School provides the growing local Melton population with a great education close to home. The school is located at 90 Elpis Road, Weir Views on the traditional lands of the Wurundjeri people. The school has capacity for 715 students, including 65 places for students with a disability, from Prep to Grade 6.

Our school is easily accessible and surrounded by growing housing estates. Most of our students live locally and walk or ride to school. The school is close to parklands and the Werribee River with extensive outdoor play areas, modern teaching facilities and a community hub with a performance space and indoor sports stadium. With an extensive suite of local community services and the shopping district an easy walking distance from the school, we anticipate strong community connections through the shared use of our community hub.

An Early Learning Centre is also located onsite and managed by Early Learning Victoria. This provides a unique opportunity to have direct connection with the pre-school aged children in our area and their families. For families with pre-school and school-aged children, it provides the convenience of a single drop-off location and an easier transition from kindergarten to primary school.

Our school is culturally and linguistically diverse with the highest representation from India, New Zealand, Philippines and Pakistan. Approximately 45% of families speak a language other than English and we are proud to represent such a multicultural community. Linking our school heritage to the local indigenous history and community, we will build indigenous perspectives into our school story.

Murrum 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 will be provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment.

To support the delivery of the curriculum and engagement of students, we will provide access to an explicit teaching environment, anchored in the Victorian Curriculum F-10 (inclusive of levels A-D), with a deep focus on literacy and numeracy skills and understandings, and development of thinking skills to support students to manage challenges, develop their autonomy and be guided through subject learning continua via a guaranteed and viable curriculum. We will utilise the English as an Additional Language continuum to support our Culturally and Linguistically Diverse learners to build knowledge, understanding and skills with English language, whilst fostering plurilingualism.

As a SIS, we will provide a curriculum and pedagogy that is rigorous and accessible for all students. Teachers will cater for all learners and will 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

Our Murrum Primary School staff will take responsibility for the wellbeing, safety and engagement of all learners by ensuring that the school values are demonstrated, celebrated and embodied throughout the school and all school based activities. As a School Wide Positive Behaviour Support school, staff will teach an inclusive, wholistic curriculum embedded in Respectful Relationships and Safe Schools ethos. Diversity and inclusiveness will be foundations of our culturally responsive and safe environment. We will use Berry Street trauma informed practices to anchor our decision making and provide individualised support for all students who require additional assistance to achieve their learning goals.

At Murrum Primary School 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

Murrum 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 **care, honesty, achievement, motivation and persistence** at every opportunity.

Our school's vision is to cultivate an inclusive and supportive educational community where every individual is embraced, valued, and empowered to reach their full potential.

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 our school website, Compass and Staff Information Portal and a hard copy is available from the administration office on request.

3. Wellbeing and engagement strategies

Murrum 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

Whole of school strategies to promote positive behaviour and inclusion:

- maintaining high and consistent expectations of all staff, students and parents and carers/families
- prioritising 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
- championing and modelling a child safe culture 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 and risk management strategies focus on preventing, identifying and mitigating risks to children and young people
- 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
- delivering a broad curriculum to ensure that students can participate in subjects and programs that are tailored to their interests, strengths and aspirations
- 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
- adopting a Gradual Release of Responsibility instructional framework so that teachers use an explicit, common and shared model of instruction to 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 following the standards set by the Victorian Institute of Teaching
- incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting it to students, staff and parents and carers/families so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents and carers/families
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- giving students the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including student leadership groups, house/year group meetings and Student Support Groups. Students are also encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross-age connections amongst students through school performances, athletics, music programs and peer support programs such as a cross-age peer support Buddies program
- a wellbeing program incorporating a targeted, planned and supported Buddies program will be delivered as part of the curriculum where students interact with other classes in different year levels to build relationships and relationships across the school
- welcoming students to self-refer to the Wellbeing Team, School Nurse, Year Level Coordinators, 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
- engaging in school wide positive behaviour support with our staff and students, which includes initiatives and programs such as:
 - Buddies
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- developing programs, incursions and excursions to address issue specific needs or behaviour (i.e. social skills programs, entering teenage years programs, cyber safety programs, personal hygiene programs, anger management programs)
- having opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- putting measures 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

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- having a Year Level Coordinator for each year group; a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our enrolment information pack for further information
- supporting our English as an additional language (EAL) students through our EAL program, and ensuring all cultural and linguistically diverse students are supported to feel safe and included in our school including through a supported induction to our school environment and support with early language acquisition. This includes providing English language support classes, bilingual resources, cultural orientation programs and opportunities for peer engagement.
- supporting the learning and wellbeing outcomes of students from a refugee background through our student wellbeing services and programs that engage and develop a student's sense of belonging to the school
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and following the Department's policy on [LGBTIQ+ Student Support](#)
- supporting all students in Out of Home Care in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including appointing students with a Learning Mentor, having an Individual Learning Plan and a Student Support Group and being referred to Student Support Services for an Educational Needs Assessment
- supporting students with complex medical needs to access the curriculum and school facilities. Modifications will occur if required after consultation with parents and carers/families and the student's medical team, which may include doctors, paediatricians, NDIS support workers and other relevant parties.
- supporting students with a disability 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, the development of Individual Education Plans and/or a Disability Inclusion Profile and Disability Inclusion funding.
- undertaking health promotion and social skills development of students in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff applying a trauma-informed approach to working with students who have experienced trauma.

Individual

Murrum 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 students and their parent or carer to talk about how best to help the students engage with school
- developing an [Individual Education Plan](#) and/or a [Behaviour Support Plan](#) for students at risk of disengagement
- 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](#)
- other Department programs and services such as the [Disability Inclusion Program](#), [Mental Health toolkit](#) and [LOOKOUT](#)
- appropriate external supports such as council based youth and family services, other allied health professionals, [headspace](#), child and adolescent mental health services or [The Orange Door](#)

All students at Murrum Primary School with additional needs will be supported through a case management and [Student Support Group](#) process. The Student Support Group will look at risk factors and supportive factors and create plans in conjunction with parents and carers/families. 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 Education Plan.

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 Plan in collaboration with the student and their family
- linking culturally and linguistically diverse families with translation and interpreter services and connecting them with relevant local support services
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability or complex medical needs
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Murrum 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. Murrum 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.

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/families 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/family 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

Murrum Primary School's behavioural expectations of students are grounded in our *Statement of Values and School Philosophy*.

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 and our *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Murrum Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers/families will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate

- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Wellbeing Team or leadership team
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and will 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 Murrum 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

Murrum Primary School values the input of parents and carers/families, 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/families in our school community.

We work hard to create successful partnerships with parents and carers/families by:

- ensuring that all parents and carers/families have access to our school policies and procedures, available on our school website and in hard copy from our administration office on request
- providing translation and interpreter services including AUSLAN
- maintaining an open, respectful line of communication between parents and carers/families and staff, supported by our *Communication with School Staff Policy*
- asking families about their preferred method of communication
- inviting families to participate in the celebration of cultural events and festivals
- providing parent and carer/families with volunteer opportunities so that families can contribute to school activities
- involving families with strategies to support their child's learning at home 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

Murrum 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

Murrum 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 is communicated to our school community in the following ways

- Available publicly on our school's website
- Available on Compass
- Included in staff induction processes and our online staff information portal
- Included in transition and enrolment packs
- Included as an annual reference in school communications
- Made available in hard copy from school administration upon request

Our school also ensures it follows the mandatory parent and carer/family 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 Policy](#)
- [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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Complaints Policy
- Communication with Staff Policy
- Action Plan Aboriginal Learning, Wellbeing and Safety

POLICY REVIEW AND APPROVAL

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

* The *Student Wellbeing and Engagement Policy* will be reviewed earlier if a significant incident occurs or due to legislative changes.