



# Student Wellbeing & Engagement



## Help for non-English speakers

If you need help to understand the information in this policy please contact Reception at 03 9878 1730

## 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.

Mount Pleasant Road 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 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.

## CONTENTS

- 1. School profile
- 2. School values, philosophy and vision
- 3. Wellbeing and engagement strategies

|                                                    |                                                |                            |                |
|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### **1. School profile**

Mount Pleasant Road Primary School and Kindergarten is located in the suburb of Nunawading, in the City of Whitehorse. We are unique to the area as we provide education for children from Three-Year-Old Kindergarten through to Year Six, with daily before and after school care and vacation care programs provided. The school is set within large, picturesque grounds with a student kitchen garden, a range of different play areas and new, state of the art facilities including a cafe studio that supports a cooking, Science and Visual Arts program. The flexible learning spaces, with a range of furniture, complement our excellent teaching and learning practices and provide for collaborative learning opportunities. Classrooms connect to the outdoor learning spaces which include landscaped adventure, sporting and passive play areas. External spaces include a large synthetic turf play area, grassed and asphalt play spaces, playground equipment suited to different age groups and quiet shaded areas for seating and passive play.

At Mount Pleasant Road Primary School our renewed vision is to provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them. Students will learn when they are happy to come to school, feel safe to make mistakes, and have a connection to their peers and teachers. Developing resilience, empathy, confidence and self-esteem gives students the skills and strategies to be their own problem solvers. We promote the values of Lifelong Learning, Respect, Integrity, Responsibility and Inclusion. Students are encouraged to identify, develop and build on their character strengths and are given many opportunities to be actively involved in their school.

We maintain high standards in all areas of the curriculum and are committed to excellence in teaching and learning and continuous improvement for our students. There is ongoing assessment and continual analysis of students' learning to inform our teaching and learning programs, making sure that we provide a personalised learning approach for all students. Our programs are designed to cater for a diverse range of learning styles and student abilities with opportunities for support and enrichment at all levels. We value and encourage high academic achievement with

|                                                    |                                                |                            |                                  |
|----------------------------------------------------|------------------------------------------------|----------------------------|----------------------------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:                    |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0<br>School Council |

high expectations held for all students. Our enthusiastic staff take collective responsibility to ensure all students are engaged, feel empowered in their learning and inspired to achieve personal growth.

Our holistic approach ensures development in areas such as Performing Arts, Visual Arts, Physical Education and sport and Languages Other than English (Mandarin), Science and these programs are provided by Specialist staff. We also offer instrumental music, inter school sport, an outdoor education program including Senior School camps, extensive transition programs, enrichment programs, Literacy intervention and a Buddy Program for all year levels. There are a range of co-curricular programs such as dance, chess, board games, craft and drawing lunchtime clubs, a school running club and Senior and Junior choirs. There are opportunities for students to develop leadership roles and we encourage strong, active student voice and agency across all year levels. Our wellbeing and values programs are targeted at specific age groups and are supported by the Zones of Regulation, Inner Critic/Inner Coach, Positive Psychology: Character Strengths, Let's Talk and Respectful Relationships programs from Kindergarten to Year 6. The school provides students with access to digital technologies that support learning, engagement and inclusion. As part of this commitment, the school is transitioning to a school-managed Chromebook program to ensure equitable access to digital learning opportunities. Students currently participating in the Bring Your Own iPad (BYO iPad) Program may continue to bring their device to school during the transition period. Students from Kindergarten to Year 6 also participate in a robotics program that promotes creativity, problem-solving, teamwork and engagement in learning. Information sessions for families have promoted the success of the use of digital devices and are combined with comprehensive eSmart sessions assisting students and families with online safety across all year levels.

The school supports on average four students on international visas to attend from within our local school zone. They are provided with access to the equivalent curriculum, enrichment and support programs as all students. Involvement of families and the wider community is highly valued and actively sought. There are 'Parent Reps' for each class to facilitate social connections and our Compass parent portal, newsletter, a Parents and Friends community, all support families to be highly connected with the school.

## **2. School values, philosophy and vision**

Mount Pleasant Road Primary School's mission is to provide a safe, innovative and engaging educational setting which:

|                                                    |                                                |                            |                |
|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
|                                                    |                                                |                            | School Council |

- develops each student's potential through innovative, high quality learning experiences matched to their needs
- promotes life-long learning and resilience
- develops the whole child including intellectual, social, emotional and physical competencies so that students may find their unique place as successful citizens in a globalised world
- encourages respect for diversity and culture
- makes connections with the wider community

The values of Respect, Integrity, Inclusion, Responsibility and Life-Long Learning are the basis of the school's Code of Conduct for School Council, Principal, Class, Staff, Students and the School Community. Each value has associated behaviours which have been agreed upon by the school community.

- RESPECT – Being considerate of others and their property
- INTEGRITY – Being sincere, honest, truthful, fair, just. Keeping your word and agreement.
- INCLUSION – Value and respect people's differences, beliefs, talents and aspirations.
- RESPONSIBILITY – Being accountable for your actions and making good decisions for yourself and others.
- LIFE-LONG LEARNING – Acquiring knowledge and skills and valuing the opportunity to learn, grow and strive for excellence.

Our Statement of Values is available online at: [MPRPS Statement of Values](#)

All actions undertaken by Mount Pleasant Road staff and community members are focused on developing and providing high-level teaching and learning. We place considerable emphasis on:

- Providing a caring and supportive teaching and learning environment
- Setting high-expectations for student behaviour and achievement
- Encouraging students to reach their potential by recognising and rewarding achievement, effort and success
- Fostering effective communication and strong partnerships within the school community
- Creating and maintaining strong connections between the school and the local and global community
- Creating connections between student learning and 'real-world' events, environments and opportunities, such as sustainability projects, charity fund-raising opportunities or online conferences or webinars
- Ensuring students are aware of the importance of the environment through our involvement with school developed Sustainability Projects, such as SWEP, Resource Smart and the student kitchen garden
- Preparing our students for the next stage of their learning through assessment and robust lesson structure

|                                                    |                                                |                            |                |
|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
|                                                    |                                                |                            | School Council |

- Being proactive in Student Wellbeing matters, discipline and addressing behavioural issues
- Providing Professional Learning to meet the needs of staff, parents and community by researching and implementing updated and relevant teaching practices and learning strategies
- Developing and implementing innovative programs for the benefit of student learning

Mount Pleasant Road Primary School encourages the development of positive interpersonal relationships between students, teachers and parents. The high level of parent participation, student involvement and professional collaboration of staff is a reflection of the cooperative and democratic character of the Mount Pleasant Road Primary School community – a community which strives to offer excellence in all aspects of primary education. A strength of spirit and generosity that is both welcoming and supportive, is recognisable.

The school is committed to continuous improvement and uses performance data, including parent opinion, to inform improvement initiatives. Staff members offer experience, enthusiasm and passion. They are committed to their own learning and are proud to be members of the school community. Staff are cognisant of being exemplary role models in their relationships with colleagues, parents and students.

We recognise each student has individual learning needs, which are identified and monitored through assessment data and teacher judgement, and catered to through enrichment and support opportunities. Students are challenged by classroom and external provider programs. Those who require additional support are assisted within the classroom and through individual learning programs.

The school expertly provides for students with disabilities and impairments with appropriate support and specialised learning programs. Parents attend Student Support Group meetings each term to discuss the student's progress and make programming and planning decisions. Students are supported to access learning programs best suited to their needs and which let them pursue achievable pathways.

Students in years Foundation to Six are provided with the opportunity to become leaders and contribute to the school as members of the Student Representative Council, as elected school and house leaders and as monitors with specific duties. All students have the opportunity to contribute to student voice through reflections, goal setting, our whole-school Student Voice wall and feedback sessions.

Many of our families speak a language other than English at home, enriching the cultural diversity of the school. Community interaction and the engagement of all parents as partners in education are key focus areas. Staff members assist students in the acquisition of the English language.

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|----------------------------------------------------|-----------------|------------------------------------------------|--|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School |                 | Policy name:<br>Student Wellbeing & Engagement |  | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026 | Next: June 2028                                |  | Version<br>1.0             | School Council |

Our priority is for our students to be engaged in their learning and to feel connected to the school community. We have developed a whole school approach to wellbeing and behaviour expectations in the belief that students grow and learn when they feel safe and valued at all times. Everyone strives to embody the core values of respect, integrity, inclusion, life-long learning and responsibility and all successes are acknowledged and celebrated.

Regular attendance is expected of all students as absence has a detrimental effect on student learning and achievement. Where a student has a legitimate reason for school absence or lateness, such as illness or loss, families are expected to notify the school in a timely manner. Families are discouraged from withdrawing their child for birthdays and vacations during school terms.

Transition sequences exist at all year levels, from a thorough Kinder Transition program to strong communication with Secondary Schools, to ensure students have the smoothest possible transition between year levels. Buddy programs across all levels of the school and the communication between parents and the school is paramount to the success of these programs.

### **3. Wellbeing and engagement strategies**

Mount Pleasant Road Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need additional social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Mount Pleasant Road Primary School's Wellbeing Tiered Intervention Framework outlines a number of strategies which promotes positive behaviour and inclusion within the school. A summary of the universal (Tier I), targeted (Tier II) and individual engagement strategies (Tier III) used by our school is included below:

[Mount Pleasant Road Primary School Wellbeing Tiered Intervention Framework](#)

#### **Universal**

Mount Pleasant Road Primary School provides school and classroom-wide systems for all students, staff & settings, which include initiatives such as:

- engaging in school wide positive behaviour support with our staff and students, including programs such as:
  - Respectful Relationships
  - Zones of Regulation
  - Berry Street Educational Model
  - Character Strengths
  - Inner Critic and Inner Coach
  - Morning Circles

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

- Differentiated Learning
- Lunch Time Clubs
- Buddy Program
- eSmart
- Year 6 Student Leadership Program
- Student Representative Council
- Transition Program
- Bully Stoppers
- Safe Schools
- Sexuality and Consent Education
- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- 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, Student Opinion Survey, parent survey data, student management data and school level assessment data
- teachers at Mount Pleasant Road Primary School the Victorian Teaching and Learning Model (VTLM 2.0) 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 Road Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- the school therapy dog, Murphy, has timetabled visits across classrooms and outdoor play times to promote calm, engagement and positive emotional regulation for all students
- our school's Statement of Values 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 transition programs to support students moving into different stages of their schooling, such as a Step Up program
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Year 6 Student Leader Meetings with the Staff Leadership Team. Students are also encouraged to speak to Let's Talk mentors and their teachers whenever they have any questions or concerns
- create opportunities for multi-age connections amongst students through the Student Representative Council, Investigate, Create and Express (I.C.E.)

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
|                                                    |                                                |                            | School Council |

Program, Buddy Program, Whole School Production, sporting events, Music Online Program, Lunch Time Clubs and Social Skills Groups

- all students are welcome to self-refer to all staff including 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

## Targeted

Mount Pleasant Road Primary School provides targeted support for individual students at risk of developing challenging behaviours, which includes programs such as:

- Let's TALK
  - Social Skills Group
  - Restorative Practices
  - Targeted Initiatives
  - Rethink & Reflect
  - Student Support Group Meetings
  - Kids Hope
- 
- all staff have a collective responsibility for the health and wellbeing of students in their year level, and act as a point of contact for students who may need additional support ensuring the leadership Wellbeing team are aware of concerns.
  - 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 – refer to our [Child Safety and Wellbeing Policy](#) for further information
  - 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. All EAL students have an Individual Education Plan which documents their individualised goals and next steps. This document is shared and discussed with the parents. Staff regularly monitor and moderate students' work and progress using the Reporting Tool document for Pathways A and B
  - we support learning and wellbeing outcomes of students from refugee background through an Individualised Education Plan if they are identified as EAL or working towards the expected curriculum level in English or Mathematics. Student concerns is a regular tabled agenda item in team and staff meetings that allows for teachers to discuss any learning or wellbeing concerns and identify future actions

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

- the creative arts therapy program to support targeted students in expressing emotions, building coping strategies and enhancing wellbeing through structured, therapeutic creative activities
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- 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 Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- the Leadership team 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 are supported to recognise trauma responses, and will apply a trauma-informed approach when working with students' distress behaviour
- 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

Mount Pleasant Road 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
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - o school-based wellbeing supports
  - o Student Support Services
  - o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst.

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

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:
  - o with a disability
  - o in Out of Home Care
  - o with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

Mount Pleasant Road Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Mount Pleasant Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families
- self-referrals or referrals from health-care providers
- Compass incident reports

#### **5. Student rights and responsibilities**

All members of our school community have a right to experience a safe, supportive school and inclusive 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

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, 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 all members of the school community
- respect the rights 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, staff and families are grounded in Mount Pleasant Road Primary School's [Statement of Values](#).

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 Road 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. Our school wide behaviour flowchart can be accessed here: [Behaviour Flow Chart](#)

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

|                                                    |                                                |                            |                |
|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

- restorative practices
- review of Individual Behaviour Management Plan
- withdrawal of privileges
- withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. That student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- where appropriate, parents/carers will be informed of such withdrawals.
- teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- disciplinary measures are always undertaken with the intention of improving learning and wellbeing outcomes for the student, in line with the principles of Restorative Practices.
- 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:

- [Suspensions Policy](#)
- [Expulsion Policy](#)
- [Restraint and 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 Road Nunawading 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 Road Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. As outlined in the Statement of Values our behavioural expectations of all members in this school community are set out, including the Principal, all school staff, parents, students and visitors.

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
|                                                    |                                                | School Council             |                |

It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. Unlawful discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to different opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Mount Pleasant Road 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
- using Compass (School Management Program) to communicate important information such as school notices and attendance
- 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, such as ICE (Investigate, Create, Express), Parents and Friends (P&F) run events: Mothers/Special Persons Stall Day
- involving families with curriculum-related activities e.g Reading and Maths Groups
- involving families in school decision making through School Council, forums and Parent Opinion Surveys
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual learning plans for students
- a weekly issue of the school newsletter is available for parents to view and subscribe to via the school website
- involving and informing parents with open-nights, information nights, as well as open mornings/afternoons and showcases
- regular presentation of work through Seesaw, assemblies and the newsletter
- creating community events, such as Pleasant Day Out and Twilight sports

## **8. Evaluation**

Mount Pleasant Road 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:

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

- student survey data (Student Opinion Survey, Attitudes to School Survey)
- incidents data (Compass Wellbeing Incidents Reports)
- school reports
- parent survey data
- CASES21 including attendance and absence data
- Google Forms Surveys

Mount Pleasant Road 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
- 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 and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)
- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQ+ Student Support](#)
- [Restraint and Seclusion](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Supporting Students in Out-of-Home Care](#)
- [Suspensions](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

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|----------------------------------------------------|------------------------------------------------|----------------------------|----------------|
| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion & Diversity (Includes Equal Opportunity and Sexual Harassment) Policy
- Statement of Values and School Philosophy

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| School Name:<br>Mount Pleasant Road Primary School | Policy name:<br>Student Wellbeing & Engagement | Policy Ref. Number<br>VRQA | Consultation:  |
| Approved by: Claudia<br>Rushton (Principal)        | Date: June 2026                                | Next: June 2028            | Version<br>1.0 |
| School Council                                     |                                                |                            |                |