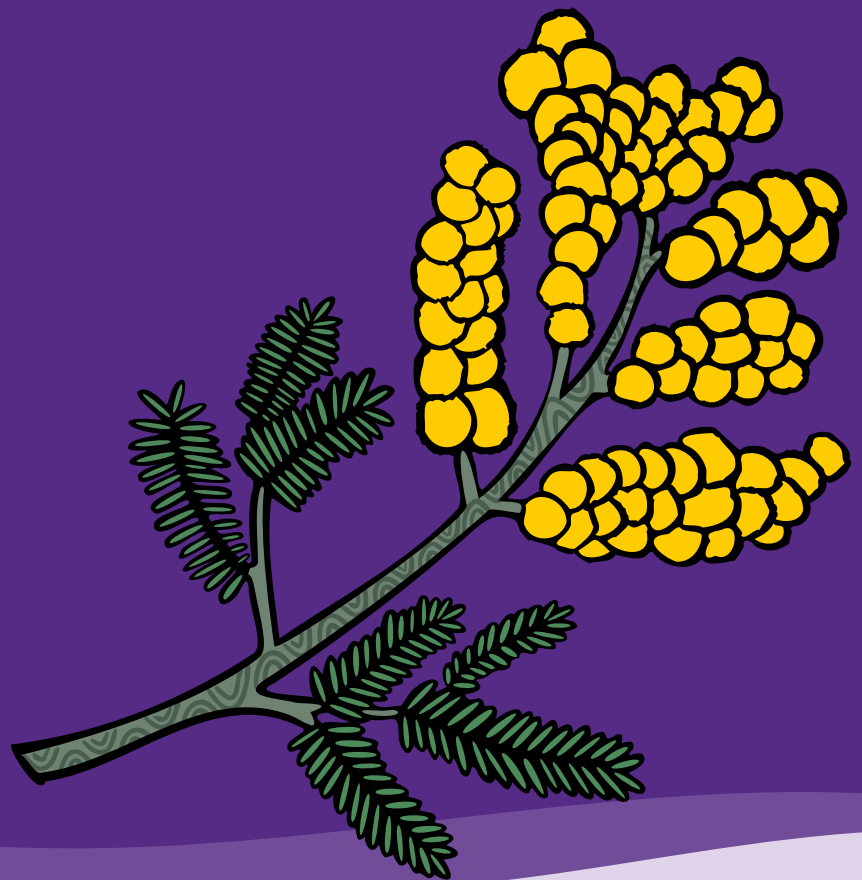


July 2025

Student Wellbeing and Engagement Policy



Muyan
Primary School



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Muyan Primary School's Administration.

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.

Muyan 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management



7. Engaging with families
8. Evaluation

POLICY

1. School profile

Muyan Primary School's vision is to create and sustain an inclusive and supportive learning community where excellence in learning and wellbeing practices ensures that every student belongs, thrives and achieves. The school's values of respect, achievement, inclusion, support and excellence frame the school's moral commitment to ensuring that every student is provided with the learning and wellbeing supports to ensure they thrive, achieve and realise their full potential.

Muyan Primary School is located on the traditional lands of the Wurundjeri and Woiwurrung people. Wallan East is located along the Hume Freeway, 45km north of Melbourne and is part of the North-East Victoria Region (NEVR). Our school is located close to the source of the Merri Creek, which is of great cultural and historical importance to the Wurundjeri and Woiwurrung people.

Muyan Primary School opened in 2026, with students enrolled from Foundation to Year 6. Most of the students who attend our school live locally and walk or ride their bike to school. With a portion of families having a language background other than English (LOTE), our school is committed to nurturing an inclusive and vibrant learning community, where we value and celebrate diversity. Our school has a key role in developing a strong sense of community for our families by developing effective partnerships with local community services and surrounding schools. Given the strong influx of young families within the school area, Muyan Primary School plays a pivotal role as a service hub for our developing community.

Muyan Primary School has state of the art facilities with buildings designed to support the learning needs of all students. Our facilities include two learning neighbourhoods, a community hub and an administration building with spaces for art, science and food technology. The layout of the school encourages staff and students to work in calm and organised spaces, allowing for connection and a sense of belonging.

The onsite kindergarten offers the convenience of a simpler drop-off/pick-up for parent and carers with both pre-school and primary school-aged children and enables a smoother transition to primary school.

Staff at Muyan Primary School promote the principles of inclusive education for all learners and seek evidence-based pedagogies to deliver the Victorian Curriculum Levels F-6 (inclusive of levels A-D) through systematic and scaffolded approaches. Our school employs evidence-based learning and wellbeing frameworks that directly align with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and the Framework for Improving Student Outcome 2.0 (FISO 2.0) to deliver excellent outcomes in student learning and wellbeing. Each day our staff work as an effective team to ensure that our students feel connected, respected and ready to achieve.

An outstanding professional culture of collaboration and teamwork lies at the heart of Muyan Primary School. This is underpinned by explicit norms, protocols and expected behaviors that cultivate



professional trust and psychological safety. The school's leadership team ensure that school improvement approaches are implemented with contextual understanding. Approaches are also tailored to the long-term sustainability of an outstanding professional learning environment in which professional growth and leadership development are accelerated.

2. School values, philosophy and vision

Muyan 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.

Vision

Muyan Primary School's vision is to create and sustain an inclusive and supportive learning community where excellence in learning and wellbeing practices ensures that our students belong, thrive and achieve.

Mission

Muyan Primary School's mission is to cultivate an inclusive and supportive learning community where every student receives the foundation they deserve for lifelong success.

Objective

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Values

Muyan Primary School's values are summarised through the acronym "**RAISE**" and expressed through the motto: "We RAISE our school and community by living out our values of **Respect, Achievement, Inclusion, Support** and **Excellence**."

Respect – we respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

Achievement – we work hard to succeed and celebrate the successes of others.

Inclusion – We embrace and celebrate differences and diversity and are inclusive of all people in our words and actions.

Support – we work as a team and give others a helping hand.

Excellence – we strive for our personal best and to improve our skills.

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 website.



3. Wellbeing and engagement strategies

At Muyan Primary School we champion inclusive learning for all students through research-validated teaching methods that fully implement the Victorian Curriculum across all levels. Our educational approach follows a three-tiered framework addressing both academic excellence and student wellbeing needs. The three-tiered framework consists of universal supports available to all students, targeted interventions and individualised assistance for those students requiring additional support. Our teaching philosophy empowers students to understand their own learning journey and growth trajectory. We have established robust Professional Learning Communities (PLC) where teaching teams collaborate using the inquiry cycle learning approach to identify improvements in student learning outcomes. PLCs facilitate meaningful professional dialogue about student progress, achievement benchmarks and opportunities for future growth.

Our positive school culture integrates multiple evidence-based frameworks including School-Wide Positive Behaviour Support (SWPBS), Respectful Relationships (RR) and the Berry Street Educational Model. This integrated approach reinforces our core belief that positive behaviours must be explicitly taught alongside academic content. Teachers utilise structured instructional frameworks for core subjects and social-emotional development that align with our foundational values of respect, achievement, inclusion, support and excellence.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- a cohesive and sequential social-emotional curriculum which fully delivers the Personal and Social capabilities within the Victorian Curriculum
- shared staff expectations regarding the importance of student wellbeing and engagement linked to our school's values and FISO 2.0
- a Ready To Learn program linked to evidence based practices promoting student wellbeing and engagement. This includes High Impact Wellbeing Strategies (HIWS) and Positive Classroom Management Strategies (PCMS)
- a Social and Emotional Learning (SEL) program delivered each week to develop student ability to recognise and manage emotions, show care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.
- high and consistent expectations of all staff, students and parents and carers
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- our school creates a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- welcoming all parents and 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



- teachers at Muyan Primary School use the VTLM 2.0 instructional framework to deliver an explicit, common and shared model of instruction. This ensures evidenced-based high-yield teaching practices are incorporated into all lessons
- teachers at Muyan 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 (VIT)
- our school's *Statement of Values and School Philosophy* are incorporated into our curriculum and promoted to students, staff and parents and carers 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
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents and carers
- 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 (SRC) and other forums including year group meetings and peer support groups. Students are also encouraged to speak with their teachers, PLC Leaders, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school events, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Mental Health and Wellbeing Leader, Wellbeing Worker, PLC Leader, 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
- we engage in school wide positive behaviour support (SWPBS) with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers, Bullying No Way and Backflips Against Bullying
 - Safe Schools.
- programs, incursions and excursions developed to address issue specific needs or behaviour including child safety, cyber safety, bullying, resilience and emotional regulation
- opportunities for student inclusion including sports teams, clubs, recess and lunchtime activities
- buddy programs and peer support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment
- we support our staff to participate in the [Community Understanding and Safety Training](#) (CUST), which strengthens the capability of school staff to build more culturally inclusive practices, including embedding Aboriginal perspectives in the curriculum, and connecting with the Aboriginal community to support ongoing learning and partnership
- a child safe culture is championed and modelled at all levels of the school from the top down and bottom up. 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 children and young people

- our school will comply with all requirements of Ministerial Order 1359 – Implementing the Child Safe Standards – managing the risk of child abuse in schools and school boarding premises, which outlines the minimum requirements schools and school boarding premises must meet to comply with the Child Safe Standards.

Targeted

- our school provides targeted wellbeing and personal development opportunities through small group programs for students referred to our Wellbeing Team. These programs focus on emotional regulation, coping skills, resilience and friendship skills-
- our school provides additional supervision and alternative play options for students during morning and lunch breaks
- year 6 students participate in a comprehensive transition program to prepare them for their transition to secondary education
- our school actively engages with Koorie Education Support Officers (KESO) to provide additional cultural and educational experiences for our Koorie students as part of our *Action Plan Aboriginal Learning, Wellbeing and Safety*.
- our English as an Additional Language (EAL) students are supported through our EAL program, and all Cultural and Linguistically Diverse (CALD) students are supported to feel safe and included in our school. This includes liaising with our Leading Teacher (EAL) as part of their transition to Muyan Primary School. Sociolinguistic profiles are also developed for newly arrived students to best support their transition to our school
- English language support classes, bilingual resources, cultural orientation programs and opportunities for peer engagement are provided to our EAL and CALD students to facilitate their language development, academic achievement and social integration
- we support learning and wellbeing outcomes of students from refugee backgrounds through the expertise, advocacy and linkages provided by our Leading Teacher (EAL)
- 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](#). This includes being appointed a Learning Mentor and Student Support Group (SSG), in addition to having an Individual Education Plan (IEP). Students are also referred to Student Support Services (SSS) 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, SSG and IEPs
- wellbeing and health staff 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 apply a trauma-informed approach to working with students who have experienced trauma.



Individual

Muyan Primary School implements a range of strategies that support and promote individual engagement. These include:

- implementing a multi-disciplinary case management approach for students with complex presenting needs
- seeking specialist recommendations from professionals, including psychologists and psychiatrists, regarding evidence-based adjustments and IEPs
- advocating for service provision for families who may have difficulty in sourcing specialist professionals or medical supports
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parents/carers to discuss how to best support the students' engagement with school
- developing an IEP and/or a Behaviour Support Plan (BSP)
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - SSS
 - appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Orange Door
 - re-engagement programs such as Navigator.

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional KESOs who ensure culturally responsive support and resources are available for indigenous students
- running regular SSG meetings for all students:
 - with a disability
 - in Out-of-Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Muyan Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Team plays a significant role in



developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Muyan 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
- Student Support Groups (SSGs) and Individual Education Plans (IEPs).

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
- feel welcomed, supported, and valued
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns
- a welcoming, diverse and knowledgeable community
- achieve their goals.

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
- respect school property and resources, maintaining a clean and orderly environment for themselves and others
- strive to uphold the values and principles outlined in the school's *Statement of Values and School Philosophy*.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents/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* and *Student Code of Conduct*.

It is our schoolwide expectation that all students demonstrate our school values of respect, achievement, inclusion, support and excellence (RAISE).

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, Muyan Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers 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 are applied fairly and consistently. Students are always 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 PLC Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:



- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Muyan 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

Muyan 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 and carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents, carers and staff, supported by our *Communicating with School Staff policy*
- providing parent and carer 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
- coordinating resources and services from the community for families
- including families in SSG and developing IEPs for students
- offering multilingual communication and resources to ensure information is accessible
- respecting and valuing cultural differences and practices in our interactions
- providing culturally sensitive and responsive support services
- engaging interpreters to facilitate effective communication.

8. Evaluation

Muyan Primary School collects 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 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 (SOCS).

Muyan Primary School regularly monitors 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 transition and enrolment packs
- 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/carers 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 Wellbeing and Engagement 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 | education.vic.gov.au](#)
- [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*:

- *Action Plan Aboriginal Learning, Wellbeing and Safety*
- *Child Safety and Wellbeing Policy*
- *Bullying Prevention Policy*
- *Inclusion and Diversity Policy*
- *Statement of Values and School Philosophy*
- *Complaints Policy*
- *Duty of Care Policy*
- *Communicating with School Staff Policy*

POLICY REVIEW AND APPROVAL

Policy last reviewed	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
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.



Thank you
(Nagujin)



Muyan
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