

Student Engagement and Wellbeing Policy

MEADOWS PRIMARY SCHOOL



Help for non-English speakers

If you need help to understand the information in this policy please contact
93092573

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.

Meadows 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. Engagement strategies
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

Meadows Primary School is proudly multicultural, having 18 language backgrounds other than English with 71% of students recognized as English as Additional Language (EAL). Our current enrolment is 327 students. There are two Principal class, twenty-five teaching staff and 19 ES staff as well as a School Counsellor and School Chaplin (both part time). Meadows Primary school has an increasing number of families with refugee status (6%) and/or new arrivals to Australia. It is often the case that children from these families enter Meadows Primary School with little to no English. These students may have had limited exposure to formalised schooling and may have experienced traumatic events in their lives.

We have a significant percentage of transient students who enter and leave our school at various times throughout each term. This is usually due to government housing, VISA status, domestic or family violence and legal issues.

The school runs a community hub, (part funded by Community Hubs Australia) to provide programs that support our families. These include Adult Conversational English, Reading and Writing programs cooking and gardening classes (run through our community garden program with qualified horticulturalist), Playgroup, Adult Health, Child Minding, Arabic Women's Voice and Art Therapy.

2. School values, philosophy and vision

Meadows Primary School's 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 Responsibility, Respect and Resilience**.

Our school vision states that....'We are an inclusive and safe learning community that empowers students to achieve their potential and live our values. We are responsible, respectful and resilient'.

Meadows Primary School engages in the School Wide Positive Behaviour Support (SWPBS) framework and Berry Street Education Model (BSEM) to support trauma informed practice. We believe positive behaviours can, and should be taught. All staff are trained in the BSEM, with the strategies embedded across the school. **This is our philosophy that underpins the teaching and learning programs and the learning environment.** These strategies support students and teachers in their teaching and learning. Teachers follow scaffolded instructional models for Synthetic Phonics, Teaching and Learning Cycle and Mathematics. All of which align with, and have overarching components from the BSEM. Our values of Respect, Responsibility and Resilience align to SWPBS and BSEM and underpins how the school community operates and interacts with one another.

The school has a strong focus on Professional Learning Communities (PLCs) where teams drive their own cycles of inquiry, based on student needs. PLCs are fully embedded across all teaching teams, with teachers engaged in high level discussions with each other and school leaders about student achievement, growth and next steps of learning. Teachers have high levels of agency in the way they design curriculum and assess student learning, with teams having their own decision making capacity. There is a strong emphasis on distributed leadership within all teams, focussing on leading from the 'middle', rather than as a hierarchical, 'top down' approach.

Collaboration is key and we use PLCs as a means to effectively improve school culture and increase student achievement. It is the way teachers collaborate with each other, with their students and the level of inquiry they enter into, which will determine how successful we have been at creating a strong learning culture.

Our Statement of Values is available online at: <https://www.meadowsp.vic.edu.au/page/164/School-Profile>

Engagement strategies

A summary of the universal (whole of school), targeted (year group specific) and individual wellbeing

Multi-Tiered System of Supports (MTSS) – Wellbeing Interventions

Tier 3 Interventions (Wellbeing Team)

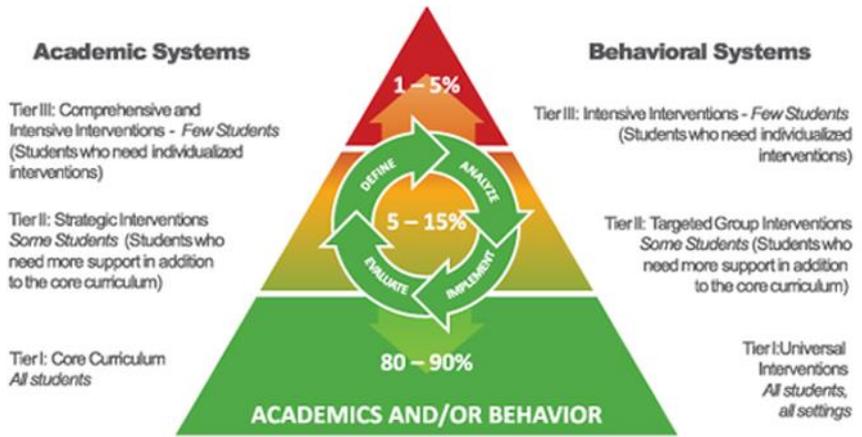
Referral to external support services	Care Team Meetings
Referral to FLO (REAL, Yarra Me)	1:1 Counselling
Attendance Meetings and Plans	Behaviour Escalation Plans

Tier 2 Interventions (Wellbeing Team)

Individual Education Plans	Functional Behavioural Analysis
Plans for play	WILD
Behaviour support plans	Social skills groups
Student Support Group Meetings	
Art Therapy	

Tier 1 Interventions – Universals (All Staff)

SWPBS Framework –Values, Matrix, SEL lessons, chill out zones etc.	
Berry Street Education Model - Focus plans, welcome circles etc.	
Zones of Regulation	Parent engagement
Behaviour Framework	Attendance processes
Dojo/Star Cards Meadows Market	House Points

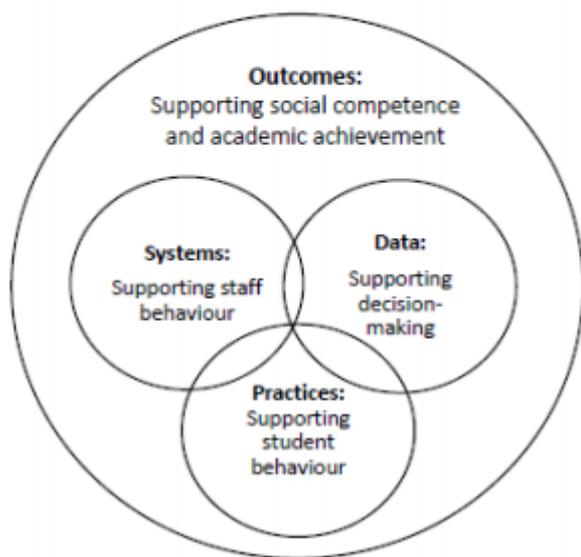


and engagement strategies used by our school are outlined in our Multi-Tiered Systems of Supports (MTSS) – Intervention document below:

Universals – Tier 1 Interventions

WHAT IS SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)?

SWPBS is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools while preventing problem behaviour. The key attributes of SWPBS include preventive activities, data-based decision making, and a problem solving orientation. SWPBS is a technology with four core, defining features:



	INSIDE	OUTSIDE	PROPERTY	COMMUNITY
WE ARE RESPECTFUL	<ul style="list-style-type: none"> Right words, right place Give me 5 Use your manners My space, your space Right words, right place Take care and share Be a friend Quiet in, quiet out Think 1, 2, 3 Be honest Celebrate diversity 	<ul style="list-style-type: none"> Right words, right place Keep it clean Use your manners My space, your space Take care and share Be a friend Quiet in, quiet out Be honest Celebrate diversity 	<ul style="list-style-type: none"> Ask, use, return Take care and share Be honest 	<ul style="list-style-type: none"> Right words, right place Give me 5 Use your manners My space, your space Quiet in, quiet out Respectful applause 5 point position Be honest Celebrate diversity
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> Walking feet Right place, right time Keep it clean Get it done Out of class pass Be the best that you can be Ready to learn Toilet time, private time Healthy choices Recycle, reduce, reuse 	<ul style="list-style-type: none"> Walking feet Right place, right time In line, on time Keep it clean Hats on, play's on Out of class pass Be the best that you can be 	<ul style="list-style-type: none"> Digital devices handed in Plug it in! Access appropriate information Take pride Use it properly Wear your uniform 	<ul style="list-style-type: none"> Walking feet Right place, right time Keep it clean Take pride Wear your uniform Be the best that you can be
WE ARE RESILIENT	<ul style="list-style-type: none"> Wheel of Choice Celebrate differences Have a go, don't say no! Have a positive attitude Choose to chill Wait your turn Good sportsmanship You get what you get and you don't get upset 	<ul style="list-style-type: none"> Wheel of Choice Plan for play Think 1, 2, 3 Wait your turn Good sportsmanship You get what you get and you don't get upset 	<ul style="list-style-type: none"> Wait your turn You get what you get and you don't get upset 	<ul style="list-style-type: none"> Wheel of Choice Wait your turn Good sportsmanship You get what you get and you don't get upset

We use SWPBS and BSEM as the framework for our whole school strategies to promote positive relationships, positive behaviour and inclusion. We do this by:

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students (through Welcome Circles, Zones of Regulation, SEL lessons, Chill Out Zones and Restorative Conversations), 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, parent survey data, student management data and school level assessment data*
- *teachers at Meadows Primary School use the BSEM instructional framework 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 Meadows 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*
- *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 at:*
 - *school assemblies – Message of the week from the Principal, Student of the Week*
 - *awarding Class Dojo point for expected behaviours linked to the Behaviour Matrix*

- *Participating in Meadows Market weekly as a reward for expected behaviour and values*
- *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*
- *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 Leadership Group, SEL Leaders and House Captains and other forums including Unit meetings. Students are also encouraged to speak with their teachers, Unit Leader, Assistant Principal and Principal whenever they have any questions or concerns.*
- *Teachers and students are welcome to refer to the Wellbeing Leading Teacher, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Cyber Safety*
- *Programs developed to address issue specific behaviour as need and data indicates(i.e. social groups programs)*
- *opportunities for student inclusion through coaching of sports (taekwondo), recess and lunchtime activities timetabled and facilitated by staff)*
- *buddy programs*

Targeted – Tier 2 Interventions

Specific strategies, designed to address particular concerns are:

- *each year group has a Unit Leader, a teacher responsible for their year, who monitor the health and wellbeing of students in their year, and refer to Wellbeing Team students who may need additional support*
- *all students from Year 6 participate in Transition (Passport) program in preparation for Year 7*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students identified through Wellbeing Team for support or programs within the school that may include 1 on 1 Counselling, Small group social skills, referral to SSS Liaison meetings for outside services*
- *connect students to Foundation House or other services to meet the needs of students and families from refugee backgrounds*
- *Support teachers to develop 'Plans for Play' for those students whose data shows reoccurring issues in the playground. Plans may include some of the organised recess and lunch time activities.*
- *Student Support Group Meetings for all students funded under Programs for Students with Disabilities (PSD)*

Individual – Tier 3 Interventions

Meadows 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 Education Plan, or a Behaviour Support Plan , or a Behaviour Management Plan or a Safety Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up or Green Zone Tools as part of their BMP*
- *referring the student to:*
 - *school-based wellbeing supports – counselling, school chaplain, social groups*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First*
 - *Re-engagement programs such as Project REAL and Yarra Me*

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*
- *running regular Student Support Group and /or Care Team Meetings (CTM) meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *and with other complex needs that require ongoing support and monitoring.*

Meadows Primary School uses strategies and information on the Department's Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)

3. Identifying students in need of support

Meadows 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 help identify students in need of support and enhance student wellbeing. Meadows 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
- referrals made by staff to the Wellbeing Team
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

4. 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 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, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

5. Student behavioural expectations and management

At Meadows Primary School our behavioural expectations and management are set out simply for students in our Visual Behaviour Response Framework below. (There are more detailed BRF for inside and outside behaviours for staff to use and refer to).



Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Meadows Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Meadows Primary School will use a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our

school 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 within a classroom or other reasonable and proportionate responses to misbehaviour
- refer the student to Zones of Regulation tools to assist in regulation of behaviour
- refer student to the Chill Out Zone to assist in regulation of behaviour
- loss of privileges (play time, sports activity, excursion) in line with the behaviour as a natural consequence
- referral to the Unit Leader, Wellbeing Lead Teacher or Principal Class
- restorative practices
- time out (restoring relationships with student/teacher) or reset time (restoring relationship to learning)
- behaviour support and intervention meetings
- suspension (in-school or home)
- 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 and Training.

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

Corporal punishment is prohibited in our school and will not be used in any circumstance.

6. Engaging with families

Meadows 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
- maintaining an open, respectful line of communication between parents and staff supported by our Parent Code of Conduct Policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home learning 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.

7. Evaluation

Meadows 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
- SOCS

Meadows 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 Department's Policy and Advisory Library:

- [Student Engagement](#)
- [Behaviour — Students](#)
- [Suspensions](#)
- [Expulsions](#)

[Bully Stoppers](#)

[Safe Schools](#)

[Respectful Relationships](#)

[Child Safe Standards](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed 2 nd June 2021	Approved by Anthony Potesta Principal Wissam Ayache School Council President
Next scheduled review date	June 2023