

STUDENT WELLBEING AND ENGAGEMENT POLICY



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.

Melton South 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.

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POLICY

1. School profile

Melton South Primary School (MSPS) was established in 1923 and is situated in the Shire of Melton approximately 35km west of Melbourne. The school caters for a well-established residential neighbourhood. The original rural school is now the administration area of the

present school. Development of new housing estates has resulted in significant enrolment increases.

At MSPS we administer, collate and analyse student data to inform teaching and learning as well as Intervention programs. We use High Impact Teaching Strategies including setting goals, structured lessons, explicit teaching, collaborative learning, multiple exposures with an ongoing focus on differentiated teaching supported by an external consultant. We constantly strive to adopt best practice by keeping informed of new initiatives based on educational theory and research.

The school offers a range of well-resourced specialist subjects including French, STEM (Science, Technology and Engineering & Mathematics), Visual Arts, ICT (Information Communication Technology) and Physical Education. ICT is utilised to enhance teaching and learning programs with a computer laboratory and a school funded netbook program for Prep to Year 6.

The school prides itself on its inclusive approach catering for ethnic diversity. We are strongly committed to creating and supporting a school wide culture and environment that recognises and enhances student well-being, the school has a focus on regular and consistent school attendance.

Embedded in the school culture at MSPS is that everyone has the right to be safe, respected and to learn. We were in our second year of School Wide Positive Behaviour (SWPBS) supported by an external coach. Our vision was to create a safe and respectful environment that fosters a growth mindset in all stakeholders to achieve excellence. Our mission was to be a progressive community who leads the way. Together we create motivated, respectful learners who achieve excellence.

2. School values, philosophy and vision

Melton South Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's Vision is To create a safe and respectful environment which fosters a growth mindset in all stakeholders to achieve excellence.

Our Statement of Values; Melton South Primary School values Respect, Honesty, Tolerance, Care, Co-operation, Fun, & Responsibility. It is through these values we relate to our students, parents and the community.

Our School's Mission is Melton South Primary School is a progressive community who lead the way. Together we create motivated, respectful learners who achieve excellence.

3. Engagement strategies

Melton South 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 extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

- 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, parent survey data, student management data and school level assessment data
- teachers at Melton South Primary School use the Gradual Release of Responsibility 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 Melton South 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
- 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 consultation with the Principal other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students such as Prep-Gr 6 Buddies
- families are welcome to meet with the, School Counsellor, Social Worker, 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
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

SWPBS

At Melton South Primary School we follow the School Wide Positive Behaviour model **(SWPBS)**

When responding to behaviour, staff must identify the observed behaviour and the value students should be showing. Positive acknowledgement ratio of behaviour is 6 positives to 1 negative

Learning Ladder Expectations

At Melton South Primary School, we use our Learning Ladder to assist students in monitoring their behaviour- both positive and negative. Our Learning Ladder is to be displayed so it can be easily viewed and accessed by all students. Our Learning Ladder in conjunction with our token system is our whole school system to responding to behaviour for all students.

The learning Ladder states the following:

Outstanding, Super Effort & Great - receive a sticker in students diary and a token for their chart.

Ready to Learn - is the starting point for each student each day and is reset. They can move up or down the learning ladder based on their behaviour.

Consequences - are issued if they go down the learning ladder and recorded on the schools data base "Compass"

At MSPS we have tokens that are used to acknowledge students in making good behaviour choices. The tokens are tracked by the classroom teacher on the acknowledgement record chart. Once students reach a certain numbers of tokens, they choose a trade in option.

When a student acts in breach of the behaviour standards of our school community, Melton South Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff

Individual

To further support individual student at MSPS we provide;

- Individual Learning Plans and Behaviour Support Plans as required
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Engaging Melton Families and other support services
- Support out Out of Home Students via Lookout.

Melton South 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 such as Trauma background
- 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:
 - school-based wellbeing supports
 - 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 ChildFirst

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

4. Identifying students in need of support

Melton South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Melton South 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
- attendance, reflection, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers 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:

- Right to be Safe
- Right to be Respected
- Right to Learn

Students have the responsibility to:

- participate fully in their educational program
- display positive and safe 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.

6. Student behavioural expectations

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 using the learning ladder
- 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited Melton South Primary School and will not be used in any circumstance.

7. Engaging with families

Melton South 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.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Melton South 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
- SOCS

FURTHER INFORMATION AND RESOURCES

Statement of Values

School Vision & Mission

School Philosophy

Child Safe Standards

REVIEW CYCLE

This policy was last updated on July 2019 and is scheduled for review in July 2022