



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.

Manifold Heights 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

School Profile

Social – Community and Demographics

Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong. The 2021 school year commenced with an enrolment of 440 students, continuing a



slight positive growth trend over the past few years (396 students back in 2017). Many students currently live outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. There are a number of other government primary schools within close proximity and our designated neighbourhood catchment area has been recently adjusted to cater for the potential enrolment impact of the new Fyansford Estate.

The Student Family Occupation (SFO) index is currently 0.3007 in 2021 and Student Family Occupation and Education (SFOE) is 0.2819 ; these have remained relatively stable in recent times.

Environmental

The school student cohort is arranged into four communities – Prep, Grade 1 and Grade 2, Middles (Grade 3 and 4) and Seniors (Grade 5 and 6), with quite separate buildings supporting each of these. A specialist program embracing the following key areas is provided to students – PE, Music, ART, Indonesian, Science and Library.

An Outside School Hours Care facility has a dedicated building and it supports a significant daily need both before and after school. Four adventure playgrounds provide students of all ages with opportunities for creative and imaginative play. The school has a number of basketball/netball courts and a large grassed oval. Our indoor Multi-purpose building provides for a range of uses, including indoor PE lessons and shared community use arrangements. The school has a mixture of old and newer buildings. These include a BER facility (Preps, Art, Science and Library) and a 90 year old building which currently supports the Juniors and Administration areas.

Educational

Supportive and inclusive schools foster connectedness and engagement with learning. At Manifold Heights Primary School we seek to further ensure that our school motto (Unleashing Potential) and values (Respect, Safety and Responsibility) are embedded into everyday practices and interactions. We aim to effectively work across our community to implement a shared approach to supporting health, wellbeing, inclusion and engagement of all students.

Technological

The school continues to upgrade its ICT resources, which has led to the introduction of a 1:1 iPad program in 2021 for Senior and Middle students with 90% participation rate achieved. This has initiated planning around a whole school agreed ICT curriculum and pedagogy implementation program, in line with the new Victorian Curriculum Digital Technologies Learning Area.

2. School values, philosophy and vision

Manifold Heights Primary School encourages students to become more motivated and independent learners.

- We provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential.
- We consistently encourage students to become lifelong learners who value themselves, others and learning.
- We promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world.



The Manifold Heights Primary School community nurtures potential for life long learning. We encourage people who are:

- Respectful
- Motivated
- Resilient
- Inquiring

3. Engagement strategies

Manifold Heights 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. Manifold Heights Primary School uses a School Wide Positive Behaviour Support framework. SWPBS is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

The SWPBS framework at Manifold Heights Primary School uses a 3 tiered approach. Students who are not responsive to the Tier 1 supports may receive a Tier 2 intervention. These students continue to receive the Tier 1 interventions, but more structure and guidance is provided to assist them in meeting school wide expectations. For those requiring intensive behaviour support, Tier 3 strategies will be used.

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

Universal – Tier 1 Strategies

- Structured learning environment: safe & orderly
- Smooth transitions between activities & locations
- Teaching of school wide expectations & rules
- Reward/recognition systems linked to the School Wide Behavior Matrix
- Data collection: star charts and incident reports
- High ratio of positive to negative interactions, frequent interactions.
- Individual behaviour change strategies implemented
- Appropriate error correction and redirections strategies are used
- Specific explanations and clear instructions are given
- Frequent feedback is given to students
- Creating a positive learning environment for all students
- Students are engaged. Activities are individualised and designed to include students' interests, skills and preferences
- Social skills necessary to reinforce positive social behaviours are taught explicitly, such as teaching organisation skills, coping strategies including Mindfulness, strategies to relax (listening to music, count to 10, breathing techniques)

- Students are encouraged to be as independent as possible
- School rules are displayed in everyday situations
- Students are praised when they display a positive behaviour by using positive language and feedback on what they have done, receiving tokens for their positive behaviour, making milestone in the amount of tokens received, rewarding milestone through recognition at assembly and the reward shop with student of the week is based on the weekly focus.
- Visual supports are used to support behaviour expectations for example, classroom timetable, classroom expectations, Staying on Track behaviour management chart, Minor and Major behaviour chart and SWPBS Behaviour Matrix and SWPBS characters,
- Students are encouraged to take breaks in their learning. This may be in snack attack, planned activities such as delivering a message, change a position in the classroom, and take a movement break.
- Clear, consistent and predictable consequences are provided. Staff use a neutral and flat emotional state and tone, remain calm and avoid matching the potentially escalated state of the student.
- 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
- deliver a broad curriculum
- teachers at Manifold Heights Primary School use an FISO 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 Manifold Heights 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 the Student Representative Council and other forums including year group meetings and Peer Support Groups. 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 through school plays, athletics, music programs and peer support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - SWPBS
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted – Tier 2 Strategies

- Use of a Check In and Check Out system
- Individual Safety Plan
- Recess clubs and lunch time clubs
- Restorative Practices
- Data Collection: incident reports
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *staff 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 will apply a trauma-informed approach to working with students who have experienced trauma with guidance from Network SSS*

Individual - Tier 3 Strategies

- Social Support Plans
- Behaviour Support Plans
- Risk assessments
- Data Collection: MAS, FBA, incident reports

- *Student Support Groups, see:*
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*

Manifold Heights 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:*
 - *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*
 - *Re-engagement programs*

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

Manifold Heights Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Manifold Heights 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, detention and suspension data*
- *engagement with families*

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:

- 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.

6. Student behavioural expectations and management

Behavioural Expectations and the Consequences

Manifold Heights Primary School believes that by embedding the school's Values into the regular programs and school structures, the basis is established for shared expectations throughout the entire school community. These shared expectations include behaviour and attendance, participation, resources, relationship building, curriculum, the physical environment, provision of support and partnerships.

Shared expectations of students include to:

- Understand what the school values look like in practice and to interact with classmates, staff and resources in accordance with the school's Values policy: RESPONSIBILITY, SAFETY & RESPECT
- Positively participate in school activities in accordance with the school's Whole School Positive Behaviour policy
- Attend school on a regular basis

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 Manifold Heights Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Manifold Heights Primary School will institute 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. Please refer to the SWPBS program - Staying on Track.

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:

- *SWPBS processes as outlined in School Program - eg Staying on Track processes*
- *DET suspension/ expulsion guidelines*

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 Manifold Heights 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.

7. Engaging with families

Manifold Heights 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



Manifold Heights 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 as per Attitude to School Survey
- incidents data as per COMPASS
- DET school reporting data Student Engagement and Well being
- Annual DET Parent Opinion Survey
- CASES21, including attendance and absence data
- SOCS

- Chaplain Referrals

Manifold Heights 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 -

-placing the policy on the school website and advertising it in the school newsletter.

-Hard copies will also be placed in the office area.

-Informational sessions conducted yearly.

-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

- *Statement of Values and School Philosophy*
- *Bullying Prevention*
- *Child Safe Standards*

POLICY REVIEW AND APPROVAL

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| Policy last reviewed May 2021 Approved by | Barry Rowland |
| Next scheduled review date | May 2023 |

