



Student Wellbeing and Engagement Policy

MEADOWS PRIMARY SCHOOL

RESPONSIBLE RESPECTFUL RESILIENT



Interpreter service: If you need help to understand the information in this policy please contact the school on 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, 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

Meadows Primary School is committed to providing an environment for learning and personal development. We continue to nurture well-rounded individuals who can contribute positively to society whilst embedding our school vision throughout the community. Our vision reads: *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's values are Respect, Resilience and Responsibility. *We have Respect for ourselves and others. We are Resilient when faced with challenges. We are Responsible for our learning, our actions and our belongings.*

Meadows Primary School has a history rooted in the merger of Meadowbank Primary and Campmeadows Primary Schools in 2009. We are located in a well-established residential area of Broadmeadows in the North West Victorian Region (NWVR). Meadows Primary School boasts beautiful grounds, a Twenty First Century Learning Centre with 10 classrooms, modern facilities and a sensory room. We have a large spacious library, dedicated AUSLAN room and ART room that all interconnect with our years 3/4 building. The parent's welcome area continues to be an inviting space to meet and connect. Overall, we have fourteen generalist classes consisting of two foundation classes, two year 1 classes, two year two classes, four year 3/4 composite classes and four year 5/6 composite classes. The school runs four specialist classes being physical education, visual arts, AUSLAN, and STEM. Each classroom and meeting space has a TV screen, classroom sets of laptops are used in the year 3-6 cohorts while years Foundation-two students have class sets of iPads as digital devices.

The school prides itself in being a true school community with both a kindergarten and community hub onsite providing numerous benefits to our school community. Our Community Hub offers playgroups, access to services such as Maternal Health Care Nurse, community activities and runs our whole school free Breakfast Club three mornings a week from our fully equipped kitchen. Our kindergarten, which is run by Northern Schools Early Years Cluster; in response to community need shows the number of three and four year old playgroups is increasing. The Community Hub and Kindergarten makes Meadows Primary School a Birth to Year six school and provides positive opportunities for transition and connection to school. Meadows Primary School prides itself as being inclusive and community focussed.

In addition to three principal class employees (one Principal and two Assistant Principals), the school currently has three learning Specialists. The school employs a school chaplain over four days and two social workers that make up the wellbeing team. They provide one to one counselling with students identified as requiring tier three support.

An enrolment of 264 students was recorded for 2025 on census day. 46% of students identified as male and 54% female. Meadows Primary School is proudly multicultural having 33 language backgrounds other than English with 79% of students recognised as English as an Additional Language (EAL) learner. Likely refugee background (6%). 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.

A Multi Tiered Support System (MTSS) is implemented when supporting the wellbeing of students at their point of need. A referral pathway is followed and targeted one to one intervention in place for students identified in tier three, while students in tiers two and one are supported with small group, differentiated and universal support programs and strategies. Staff are trained in the trauma informed approaches founded on the Berry Street Education Model (BSEM). A multi-disciplinary team of Allied Health and Wellbeing professionals are based onsite and provide responsive support and the necessary expertise that promotes student access to the curriculum and the successful attainment of the Individual Education Plan goals.

Meadows Primary School is committed to keeping abreast of current educational trends. Staff engage in professional learning in line with the school's strategic directions with the intent to build teacher capacity and improve student learning outcomes in literacy, numeracy and wellbeing. We will undertake a school review this year and engaged with the Intensive School Support Initiative to improve student outcomes in both learning and wellbeing. There is a strong focus on improving student outcomes in literacy and numeracy by building teacher capability in understanding the new 2.0 English/Maths curriculum, strengthen assessment practices and differentiate the learning for all students. The school is also engaged with the regional Disability Inclusion Educational Improvement Leader (DI EIL) to begin working with students and teachers on improving student wellbeing, including increasing voice and agency and an understanding of the Disability Inclusion Model. Teachers work in Professional Learning Communities to plan, using student learning data to drive the planning.

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.

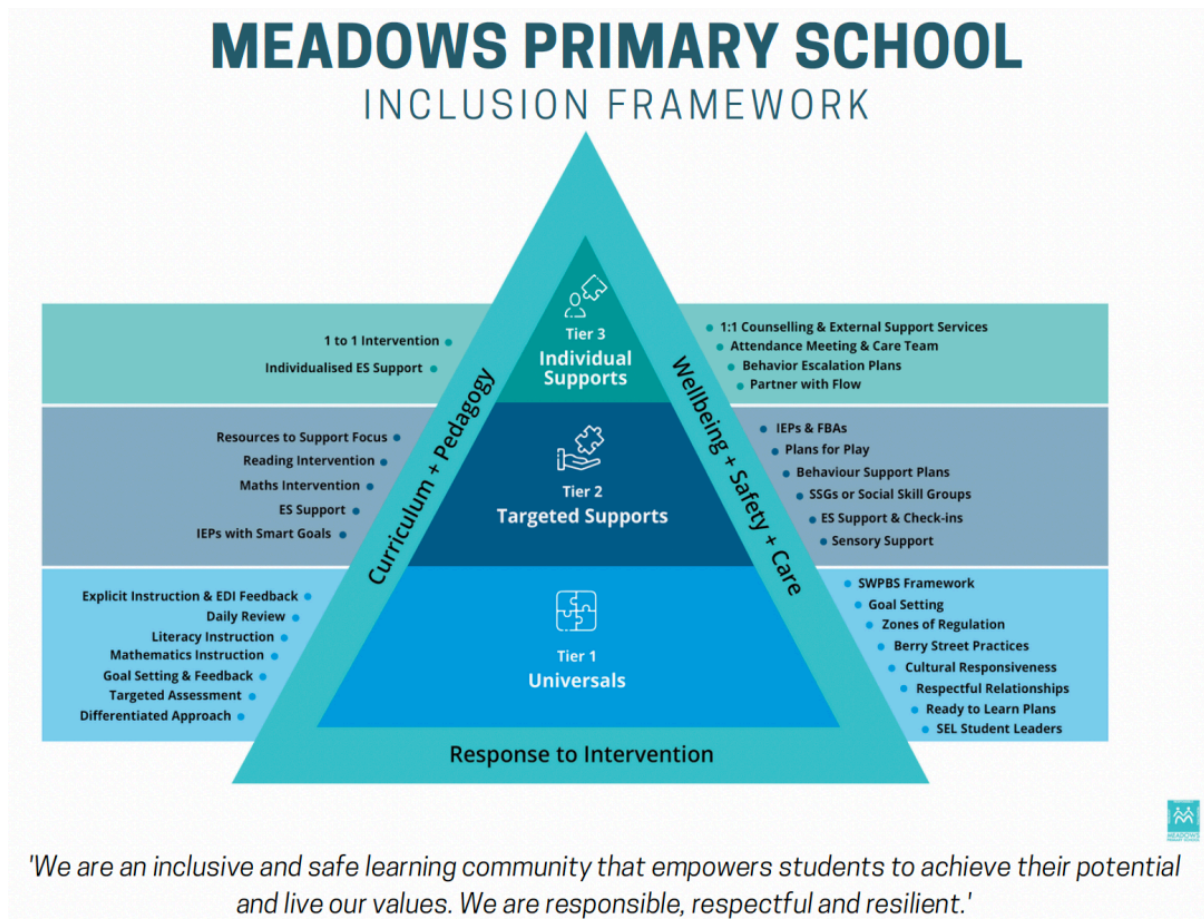
Our school vision states that: **'We are an inclusive and safe learning community that empowers students to achieve their potential and live our values. We are responsible, respectful and resilient'**.

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.

Engagement strategies



























MEADOWS PRIMARY SCHOOL WELLBEING INSTRUCTIONAL MODEL





Meadows Primary School Expected Behaviours

RESPECT	RESPONSIBILITY	RESILIENCE
 Active listening  Use your manners  Right words Right place  Celebrate differences  MYOG  Track the speaker  My space your space	 Walking feet  Ask, use, return  Get it done  Keep it clean  Present, centered grounded  Be an upstander  Right place right time  Out of class pass  Quiet in quiet out	 Wait your turn  Check in with yourself  You get what you get  Practise makes progress  Be your own best friend  Select a strategy  Repair and restore  Be kind to your mind

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.

Universal

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 *and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- 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
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents e.g. community messages from the Principal, Student of the Week (where caregivers are invited to the assembly), awarding Class Dojo points for expected behaviours linked to the expected behaviours in the classroom, school values and SWPBS matrix
- Carefully planned transition programs to support students moving into different stages of their schooling
- Monitor student attendance and implement attendance improvement strategies at a whole school, cohort and individual level, including the use of attendance plan for students with low attendance
- Students can 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, PLC Leaders, Wellbeing Team, Assistant Principals and Principal whenever they have any questions or concerns.
- Teachers and students are welcome to refer to the Wellbeing Team - Social Workers, School Chaplain, PLC 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
 - Berry Street Education Model
 - 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, recess and lunchtime activities timetabled and facilitated by staff
- *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 e.g. policies, learning incorporated into weekly SEL lessons*
- Programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e., cyberbullying, health and wellbeing)
- opportunities for student inclusion (i.e., School Representative Council, House sports leaders, school leaders, SEL leaders, recess and lunchtime wellbeing clubs, breakfast club)

Specific Strategies,

At Meadows Primary School we are committed to addressing particular groups of students or concerns in certain age groups or friendship circles by implementing the following strategies.

- Each year groups are responsible for their cohort and monitor the health and wellbeing of their students at weekly collaborative planning sessions. Vulnerable students are recorded on the Mental Health Continuum spreadsheet and strategies discussed.

- Social and Emotional Learning programs are provided as necessary i.e., Cooking groups and Play based therapy sessions, including use of a sensory room.
- Mental Health and Wellbeing Leader, Social Worker and School Chaplain act as a point of contact for students who may require additional support.
- 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 the mainstream classroom with a focus on the EAL Curriculum, and all cultural and linguistically diverse(CALD) students are supported to feel safe and included in our school including through Child Safety and Wellbeing Policy.
- We support learning and wellbeing outcomes of students from refugee backgrounds through the Refugee Education Support Program (RESP) and partnering with Foundation House, Mackillop Services, Banksia Gardens and external services supported through our community Hub.
- 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 Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- Meadows Primary School 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 or individual education plans, safety plans, behaviour support plans.
- Staff will undertake wellbeing and health professional learning and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year e.g., Mental Health First Aid training, First Aide training, relevant professional learning.
- Staff will apply evidence based trauma-informed approach to working with students who have experienced trauma i.e., Berry Street Education Model (BSEM).
- Students enroled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Targeted – Tier 2 Interventions

Specific strategies, designed to address particular concerns are:

- all students from Year 6 participate in a Transition program in preparation for Year 7
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out-of-Home Care (OOHC) will be appointed a Learning Mentor, have an Individual Education Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment [Supporting Students in Out-of-Home Care](#)

- staff will apply a trauma-informed approach to working with students who have experienced trauma, based on the BSEM
- our EAL students are supported through high-impact teaching strategies
- students identified through Wellbeing Team for support or programs within the school that may include 1:1 Counselling, Small group social skills, referral to SSS and external services
- connect students to Foundation House or other services to meet the needs of students and families from refugee backgrounds
- Support teachers to develop individual support plans for students
- Student Support Group Meetings for all students funded under Programs for Students with Disabilities (PSD)/Disability Inclusion (DI), Koorie, OoHC

Individual

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 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 e.g. Social Workers, MHWL, Wellbeing AP*
 - *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 such as Navigator, Project REAL*

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 e.g. Orange Door, Mackillop, Foundation House, Child Protection (DFFH)*
- *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:*
 - *with a disability*
 - *in Out of Home Care*
 - *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 (PAL) 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](#)
- [Navigator](#)
- [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 Student Wellbeing team plays a significant role in developing and implementing strategies to 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 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, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

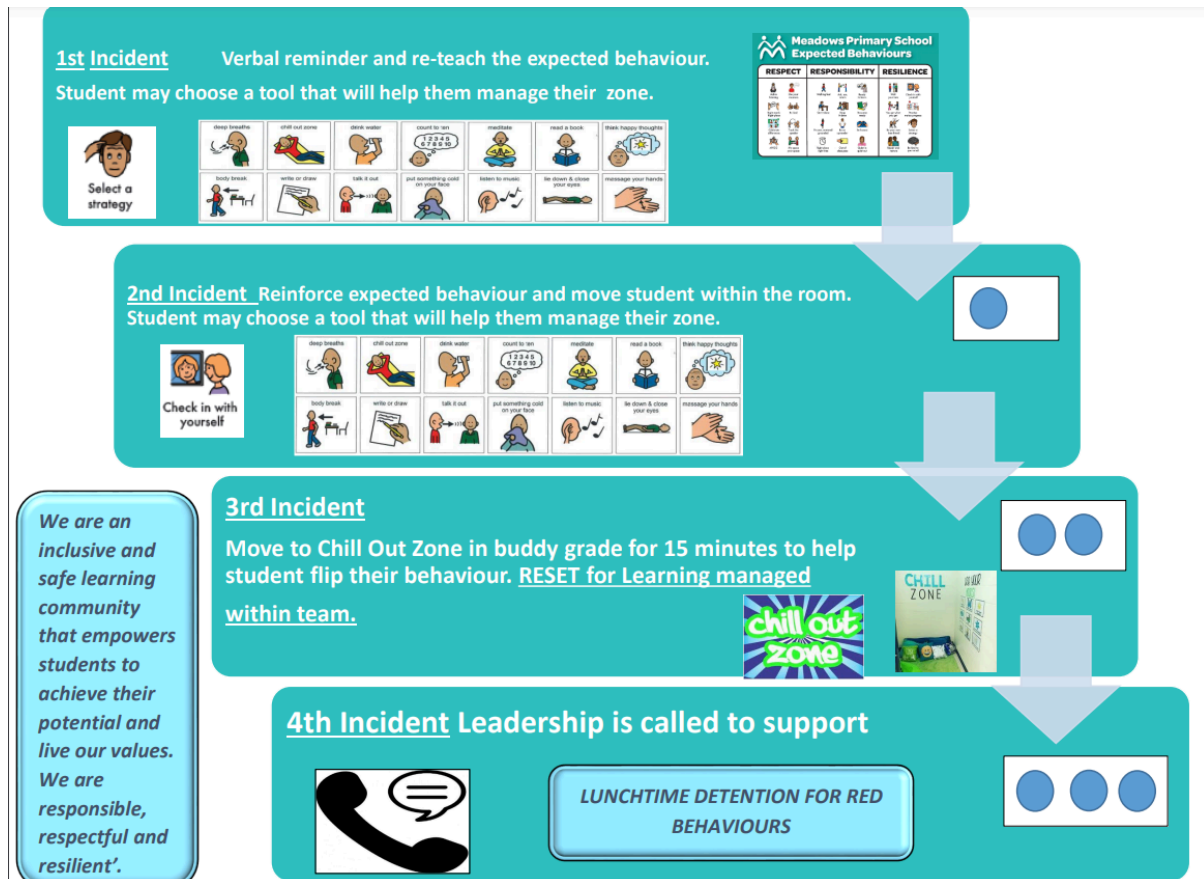
Students have the responsibility to:

- 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. Further information about raising a complaint or concern is available in our Complaints Policy.

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 are grounded in our 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, Meadows 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 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 in 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 PLC Leader, Leadership Member 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*
- *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 by law and will not be used in any circumstance at our school.

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 Communicating with School Staff policy.
- 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.

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/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 and Training policies are relevant to this Student Engagement and Wellbeing Policy:

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

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

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Consultation	School Council October
Approved by	Principal
Next scheduled review date	October 2027
Responsibility	Principal, Wellbeing Assistant Principal