

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Melton Specialist School.

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 Specialist 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

Melton Specialist School is located in Melton with a current enrolment of 406 students. The school provides educational programs for students with disabilities at both primary and secondary levels who are aged between 5 and 18 years. The school is a dual mode setting for students with around 60% of students having a moderate intellectual disability (IQ under 51). In 2021 we underwent a Priority Review. This review enabled us to set goals. There is a school-wide focus for students and staff on School Wide Positive Behaviour Support (SWPBS) and the values of; 'Be Safe', 'Be Respectful' and 'Be Responsible'. Our school has been recognised as a Gold Standard SWPBS School in 2022, 2023 and 2024. Each student has an Individual Learning Plan consisting of goals devised in partnership between families, teachers, therapists and external staff (where relevant) that is negotiated during Student Support Group meetings. The school follows the Victorian Curriculum. Individual pathways are prioritised and the school seeks to provide a range of opportunities to prepare students for post-school options.

The school rates as 'Low' in the Overall Socio-Economic Profile reflected by Student Family Occupation and Education index (which is based on parents' occupations and education). Challenges the school currently faces include high rates of absence and developing a community that engages parents; however we have increased from 60% of families participating in SSG meetings at the start of 2022 to 86% in 2025. The school generally has between 10-15 students in Out-of-Home Care at any given time during the year.

Through the Annual Improvement Plan the school aims to continue to build a positive culture within the school. Roles will be clarified; structures and processes will continue to be improved and embedded.

There will be a major focus on consistent practice and developing expertise is expected in all staff.

2. School values, philosophy and vision

Staff at Melton Specialist School believe in creating a safe and nurturing environment where students are empowered to achieve their full potential, be that in the academic curriculum, in their social interactions or in the area of independent living skills. Increasing student independence and creating an engaging learning environment is foremost when staff plan and implement individual programs. Each member of the Melton Specialist School community (parents, students, staff) have a responsibility in engaging with the people who are involved in the student's life, and being accountable to one another.

Key words – engagement, nurturing, independence, accountability, empowerment

Our Statement of Values is available online at: <https://meltonss.vic.edu.au/our-school>

3. Wellbeing and engagement strategies

Melton Specialist School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 Tier 1 (whole of school), Tier 2 and Tier 3 engagement strategies used by our school is included below:

Whole School (Tier 1 supports)

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise and build upon positive relationships between staff and students, recognising the fundamental role these play 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*
- *deliver a broad secondary curriculum including VET programs, ASDAN and VPC to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Melton Specialist School use the FISO 2.0 continuum 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 Specialist 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 and School Philosophy 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 parent, with weekly and term awards*
- *monitor student attendance and implement attendance improvement strategies such as breakfast, snack and lunch programs; at a whole-school, cohort and individual level*
- *Students are also encouraged to learn about Pathways of Support with their teachers, Sub School Leader, Student Engagement Team, Assistant Principal and Principal whenever they have any questions or concerns.*
- *Students participate in the Attitudes to School survey yearly*
- *all students are welcome to self-refer to the Student Engagement Team, Mental Health Practitioner, School Nurse, Sub School 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, we also engage in other programs such as:*
 - *Respectful Relationships*
 - *Bully Stoppers*
 - *Safe Schools*

This program rewards positive behaviour by a reward system with "Gotcha Tokens" and the Gotcha Shop.

- *programs, incursions and excursions developed to address issue specific needs or behaviour eg. Social Media issues*
- *students are encouraged to become peer monitors to support students during break times*
- *We also have School Captains and Vice Captains 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.*

- *Employment of Community Liaison, Youth Workers, Mental Health Practitioner and Social Worker*

Tier 2

- *each sub school has a Sub School Leader, a leading teacher responsible for their sub school, who monitor the health and wellbeing of students in their sub school, and act as a point of contact for students who may need additional support, they also attend care team meetings*
- *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 Indigenous Policy and support from our Learning Specialist who's role is to embed indigenous perspective in our curriculum*
- *our English as a second language students are supported through our development of Individual Learning Plan; focusing on communication goals, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through use of various form of communication supports (AAC's) and interpreter services.*
- *we support learning and wellbeing outcomes of students from refugee background through access to our Social Worker, Allied Health Team and communication supports.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy. Students are individually supported by the Student Engagement Team and [Classroom Teams utilising the RRRR program](#).*
- *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 Learning Plan, access to the Student Engagement Team and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment if required*
- *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 individual education plans*
- *wellbeing and health 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 eg.RRRR*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*
- *all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *Melton Specialist School assists students to plan their Year 10 work experience, supported by their Career Action Plan and a Pathway Support staff member*
- *Student have access to a variety of employment pathways if appropriate*

Tier 3

Melton Specialist 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 students 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*
- *designing individualised timetables and return to school plans/attendance plans*
- *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 such as Navigator and FLIP*

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*
- *Give access to the NDIS staff member*
- *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*
- *engaging with our regional Koorie Education Support Officers and writing KESO referrals*
- *utilising the Allied Health team to liaise with medical professionals, NDIS or community support agencies when required*
- *running termly 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.*

For more information see:

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

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

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

4. Identifying students in need of support

Melton Specialist School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Engagement Team and School Leaders play a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing. Melton Specialist 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*
- *self-referrals or referrals from peers*
- *behavioural support*
- *Incident Reports*
- *SOG's*

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. We expect our School Community to utilise our 3 SWPBS values: Be Safe, Be Responsible, Be Respectful

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, a member of the student engagement team 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/Student code of conduct.

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, Melton Specialist 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, withdrawal from class or suspension. The school uses the SWPBS framework to develop a positive and consistent approach to student behaviour.

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. A 'Response to Behaviour' flowchart has been developed to support consistency towards managing behaviours.

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*
- *timetable/schedule adjustment or change of environment*
- *referral to the Sub School Leader*
- *individual support from student engagement teams*
- *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 and Training.

The Principal of Melton Specialist 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

Melton Specialist 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 and encouraging an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- involving families with homework and other curriculum-related activities via the SeeSaw platform

- involving families in school decision making via surveys and regular SSG's as well as membership of school council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students and showcasing student achievements
- involved in whole school assemblies

Evaluation

Melton Specialist 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/Compass incident reports/Pulse data
- Student Engagement Team referrals
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Melton Specialist 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
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

These policies are available at: <https://meltonss.vic.edu.au/our-school/>

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Consultation	School Council School Community - Newsletter
Approved by	Brooke Briody Principal
Next scheduled review date	March 2027