Strathfieldsaye Primary School

Wellbeing and Engagement Handbook

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Overview

This wellbeing handbook is a guide to the culture, programs and classroom practices at Strathfieldsaye Primary School. At SPS we want to guarantee challenging and intentional instruction for all students whilst raising the quality of teaching and reducing variability between classes. Our expectations are that all staff will follow the guidelines set out in this handbook and will be supported by the leadership of the school to do so. Further documentation supporting items outlined in this handbook can be located on the Strathfieldsaye Google Drive or school server.

We hope you have a great year,

Cindi, Cherie, James, Luke and Nic

Framework for Improving Student Outcomes - FISO 2.0

FISO 2.0 is the Victorian Government's revised Framework for Improving Student Outcomes, which is the continuous improvement framework for all Victorian government schools.
FISO 2.0 has been redesigned to place learning and wellbeing at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System and advice from the profession.

The FISO 2.0 comprises of:

- the 2 outcomes of learning and wellbeing
- the 5 core elements of leadership, teaching learning, assessment, engagement, and support and resources
- the 10 dimensions that underpin the elements and indicate priority areas of practice to improve students' learning and wellbeing.

and

The FISO 2.0 sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.

When integrated, these elements build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
- successful lifelong learners
- active, informed members of just and sustainable communities

Building a Safe and Collaborative Culture

Empowering Students and Building School Pride

Our Vision

At Strathfieldsaye Primary School, our vision is to empower everyone to learn and grow in an inclusive community.

Our Values

The core of our shared expectations at Strathfieldsaye Primary School is our four values that drive our actions, behaviour and attitudes. They are the 'core' of who we are. They help us to be our very best.

Caring
We look after our environment and we show kindness to other people and to ourselves.

Optimism
We are grateful for what we have and believe that we can make good things happen. We choose to be positive.

Respect
We have integrity and we understand that everyone has different feelings and different approaches to life.

Excellence
We set high standards and we persist until we have done our best.

Our Goals

Our four-year goals (2020-2024) are to:

- Improve growth and achievement for all students in Literacy.
- Improve student leadership, voice and agency in learning.
- Improve the wellbeing of all students.

Student Leadership, Voice and Agency

At SPS, we commit to the pedagogical practice principle, 'Student leadership, voice and agency empower students and build school pride.' We implement the following actions:

Teachers empower students to have democratic voice in the running of the communities in which they learn:

- Student feedback surveys (3-6)
- Attitude to School Survey (4-6)
- Class discussions and meetings
- 'Come and Have Your Say' Days

Teachers co-design opportunities for students to exercise authentic agency in their own learning:

- Conferences in which Learning Goals are negotiated
- Choice within learning activities when applicable

Teachers co-design student leadership opportunities:

- School Captains
- Aboriginal Young Leaders
- House Captains
- Junior School Captains
- Happy Active Healthy Kids Team

Teachers support students in building school pride and connectedness:

- CORE values Day
- Healthy Active Happy Hour (HAHH)
- Representation at interschool sporting events
- Lunchtime clubs
- Student-led fundraising events
- Harmony Day events
- Gate greeters
- Yard buddies
- Community lunches
- Student-led school tours
- Participation in the 'National Day of Action Against Bullying.'

Setting Expectations

Start-up program

At the beginning of each year, all students participate in our 'Start-up' program. This runs for approximately two weeks and involves setting up the classroom and school environment as a safe, inclusive and optimal learning environment. The program includes sessions on revisiting our school values, behaviour charts and classroom protocols.

In 2024, Start-up will be a single day of activities around Team building, Respectful Relationships, Building Resilience and Being Active for Life run by Proactivity. These sessions will take place on Friday 9th February 2024. The day will be split into 3 x 1.5 hour sessions with all classes attending one session.

Detailed plans for our start up program will be provided at the beginning of the year.

High Impact Wellbeing Strategies

The High Impact Wellbeing Strategies (HIWS) support every teacher in every classroom. They promote student wellbeing and form part of a whole-school approach.

What are the HIWS?

The HIWS are 7 evidence-informed strategies developed in partnership with Monash University. They have a significant effect on student wellbeing. The HIWS empower school staff with the knowledge and skills to build student wellbeing.

The HIWS form part of the Victorian Teaching and Learning Model (VTLM). They are a companion to the High Impact Teaching Strategies (HITS) and contribute to effective instructional practice.

The HIWS complement existing school processes and practices. They are most effective when integrated with other mental health and wellbeing initiatives. This includes the Health and Physical Education curriculum and Personal and Social capabilities as well as social and emotional learning.

Effective teachers will use multiple strategies to meet the needs of their students. Teams of

teachers can collaborate to use the strategies to promote student wellbeing.

Who are the HIWS for?

The HIWS have been developed for use by teachers in the classroom.

They can also be used by Education Support staff, school leaders, school-based wellbeing staff and in multi-disciplinary area teams and Professional Learning Communities.

What are the benefits of using the HIWS?

Integrating the HIWS into regular practice will also help teachers to develop new skills and extend existing ones. The HIWS benefit:

- Students by having a positive effect on their wellbeing.
- Beginning teachers as a bank of practices that build teachers' understanding of student wellbeing. The strategies will help beginning teachers build stronger relationships with students.
- Experienced teachers by enhancing their understanding of student wellbeing. The strategies support experienced teachers to build their practice and encourage reflection.
- Education support staff by supporting stronger relationships with students. The strategies build a greater understanding of student wellbeing.
- School-based wellbeing teams as an opportunity to collaborate with teachers to build their understanding of student wellbeing. The strategies are a Tier 1 universal intervention. They align with whole-school approaches to promoting mental health and wellbeing.
- School leaders by supporting implementation of a whole-school approach to promoting student wellbeing.
- Professional Learning Communities (PLCs) as collaboration between teachers will assist effective school-wide implementation.
- Multi-disciplinary area teams by supporting conversations in schools about student wellbeing.

Explore the 7 HIWS

HIWS 1: Build relationships with students

Teachers prioritise building relationships with their students. They make authentic efforts to get to know their students and their needs. Positive teacher-student relationships play an important role in student wellbeing. They form a foundation for effective teaching and learning.

Key elements:

- Show genuine care and respect to students.
- Help students solve problems and take time to help them learn.
- Provide students with choice, empowerment and responsibility.

HIWS 2: Facilitate peer relationships

Teachers can foster positive relationships by promoting acceptance and respect in their classrooms. They provide opportunities for students to connect with peers and for collaborative learning.

Key elements:

- Provide a safe space for students to develop connections with their peers.
- Understand differences among students and how that may affect their interactions.
- Model and explicitly teach social and emotional skills.

HIWS 3: Establish and maintain classroom expectations

Teachers establish clear and consistent classroom expectations and consequences. These are clearly communicated to students and align with the school-wide approach. They are developed through a shared, ongoing process with students. Teachers model, expect and reinforce respectful behaviour. Classroom expectations are complementary to reasonable adjustments.

Key elements:

- Discuss expectations with students and seek their input.
- Create a sense of order and predictability in a classroom.
- Use proportionate and non-punitive responses when expectations are not met.

HIWS 4: Support inclusion and belonging

Teachers communicate and act in ways that promote acceptance. They celebrate the diversity of students and their families. Teachers develop students' capacity to respect and include others. Teachers support all students to learn and thrive in their classrooms. They are aware of, and reflect on, their own cultures and biases. They do not attempt to minimise or dismiss inequalities and inequities.

Key elements:

- Ensure students feel valued, accepted, safe and comfortable in the classroom.
- Learn from students about their lived experience and promote an understanding of multiple and diverse perspectives.
- Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others.

HIWS 5: Foster student self-efficacy

Teachers hold high expectations for all students and help students to develop a sense of self-efficacy. They know that the way students view their abilities, achievements and self in the classroom influences their wellbeing as well as their learning. Teachers foster self-efficacy by encouraging students to persist and providing feedback. They provide opportunities for students to experience success.

Key elements:

- Encourage students to try their best and celebrate all achievements.
- Set work and goals aligned with student abilities and consider each student's progress compared to their competencies.
- Hold high expectations for all students.

HIWS 6: Engage students

Teachers engage students and encourage high attendance. They provide meaningful experiences and tailor tasks to student interest and capability. Teachers have a good understanding of their students' needs and interests. They highlight the relevance of topics and skills to students.

Key elements:

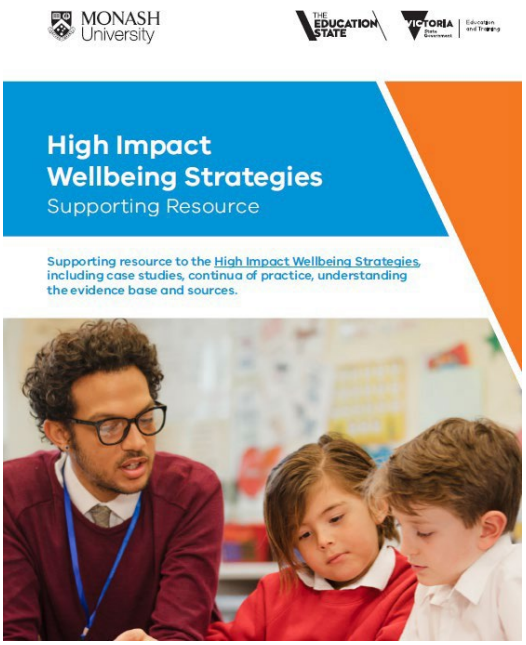
- Tailor tasks to student interests.
- Provide meaningful and challenging ways for students to complete classwork and assessments.
- Ensure there are opportunities for students to work in pairs or groups and to contribute to each other's learning.

HIWS 7: Promote coping strategies and facilitate referrals

Teachers help students to identify and use positive coping strategies. This includes self-regulation and help seeking. They notice changes in a student and inquire sensitively. They facilitate referrals for students to their school's wellbeing team, if needed.

Key elements:

- Support students to identify personal emotional responses.
- Promote positive coping strategies.
- Notice changes in student demeanour or behaviour and refer for more support if necessary.



School Wide Positive Behaviour Support (SWPBS)

What is School Wide Positive Behaviour Support?

School-Wide Positive Behaviour Support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. Our school adopts this framework, which assists us to improve social, emotional, behavioural and academic outcomes for children and young people.

Expected Behaviour Matrix

As a part of the SWPBS framework, students, parents and teachers use the common language of our Expected Behaviour Matrix to discuss and explicitly teach and learn positive or expected behaviours. We have a clear behaviour chart, which outlines our expectations that apply at all times. Clear, positively stated examples are displayed in different school settings and taught to all students, by all staff.

Strathfieldsaye Primary School Expected Behaviours	Caring	Optimism	Respect	Excellence
Across Our Whole School	• We put rubbish in the bin • We move safely	• We keep trying in difficult situations • We try to sort our problems out • We try to find a way to bounce back when we are upset	• We use our manners • We listen when someone is speaking • We keep our hands and feet to ourselves	• We return to class from play breaks when the music begins • We follow instructions given by teachers
In Our Learning Spaces	• We listen to other people's ideas • We keep our area clean and tidy	• We keep trying when we don't understand something • We ask for help when we need it and accept feedback	• We raise our hands when we want to speak during learning time	• We are organised for learning • We find a successful place to work and maintain stamina
In Our Play Areas	• We play safely • We only eat in the eating area • We always share equipment	• We play fairly • We own our behaviour	• We include other people in our games • We return sports equipment after using it	• We show sportsmanship at all times
Around Our Toilets and Taps	• We use taps appropriately • We tell a teacher if we see something wrong or if anyone needs help in the toilet	• We know that sometimes accidents happen • We bounce back when things don't go the way we thought	• We respect others' privacy • We use toilet paper appropriately. • We return to class quickly	• We use the toilet during break times
In the Community	• We look after ourselves and others • We consider others personal space • We thank people on behalf of our school	• We use kind words and actions	• We line up when waiting	• We stay with our group

SWPBS Initiatives

We use a number of initiatives to assist us in implementing the SWBPS framework including:

- Student Wellbeing and Engagement Policy
- Individual Education Plans
- Behaviour Chart
- Strath Stars
- Lunch Clubs
- Happy Active Health Hour

Student Wellbeing and Engagement Policy

Strathfieldsaye has a well-documented policy covering elements of student welfare, discipline and wellbeing. This includes programs such as Respectful Relationships, Berry Street initiatives and our HAHK program. Student Wellbeing and Engagement Policy

Individual Education Plans

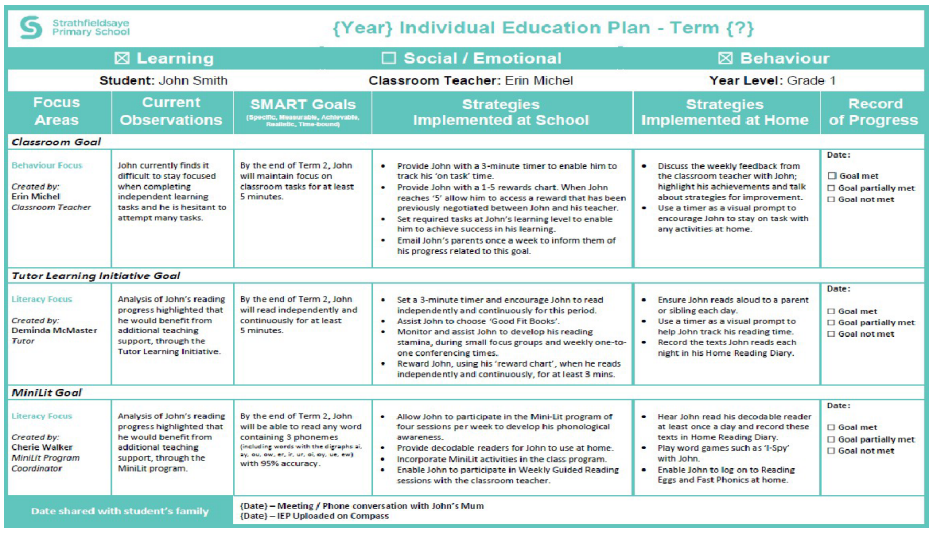
An Individual Education Plan (IEP) is a document utilised alongside the Victorian Curriculum to support individual learning. At SPS, we identify students requiring an IEP and in collaboration with parents, caregivers and the student, set explicit goals to ensure accountability and to enhance the likelihood of student success and improvement.

An individual learning plan is generally used when there is an area of learning that requires extra support and monitoring in the classroom. An IEP may be applied for a term, a semester or for a year and can include both academic, social and/or behavioural goals. Each plan is reviewed at the end of each term and generally involves a short meeting with both teachers and parents to set new goals.

Individual Learning Plans may have one or more focus areas: Learning, Social/Emotional, or Behaviour. Transition Plans, Safety Plans and Return to Learning Plans are sometimes used in addition to IEPs at point of need. Templates for all plans can be found on the server and SharePoint.
The Department of Education (DET) requires plans for Out-of-Home Care and Koorie students. Schools are also required to establish educational goals for students that receive funding under the Disability Inclusion funding (previously known as Program for Students with Disabilities) and are to report on student progress towards these goals.

At SPS, we recognise the importance of consistency when it comes to providing our students and families with IEPs. Therefore, all students who are 6 months below the expected level (F-2), 12 months below (3-6) or 12 months above the expected level of achievement in any curriculum area, require an IEP. Along with any students who are supported under Tier 3 Disability Inclusion Funding or belong to a Mandatory Cohort.

Further details regarding consistent process and proformas can be found in our 'Individual Education Plan Guidelines' in the SPS Individual Education Plans Google Folder.



Strathfieldsaye Primary School — {Year} Individual Education Plan - Term {?}

☒ Learning ☐ Social / Emotional ☒ Behaviour

Student: John Smith **Classroom Teacher:** Erin Michel **Year Level:** Grade 1

Focus Areas	Current Observations	SMART Goals (Specific, Measurable, Achievable, Realistic, Time-bound)	Strategies Implemented at School	Strategies Implemented at Home	Record of Progress
Classroom Goal					
Behaviour Focus *Created by:* Erin Michel *Classroom Teacher*	John currently finds it difficult to stay focused when completing independent learning tasks and he is hesitant to attempt many tasks.	By the end of Term 2, John will maintain focus on classroom tasks for at least 5 minutes.	• Provide John with a 3-minute timer to enable him to track his 'on task' time. • Provide John with a 1-5 rewards chart. When John reaches '5' allow him to access a reward that has been previously negotiated between John and his teacher. • Set required tasks at John's learning level to enable him to achieve success in his learning. • Email John's parents once a week to inform them of his progress related to this goal.	• Discuss the weekly feedback from the classroom teacher with John; highlight his achievements and talk about strategies for improvement. • Use a timer as a visual prompt to encourage John to stay on task with any activities at home.	Date: ☐ Goal met ☐ Goal partially met ☐ Goal not met
Tutor Learning Initiative Goal					
Literacy Focus *Created by:* Deminda McMaster *Tutor*	Analysis of John's reading progress highlighted that he would benefit from additional teaching support, through the Tutor Learning Initiative.	By the end of Term 2, John will read independently and continuously for at least 5 minutes.	• Set a 3-minute timer and encourage John to read independently and continuously for this period. • Assist John to choose 'Good Fit Books'. • Monitor and assist John to develop his reading stamina, during small focus groups and weekly one-to-one conferencing times. • Reward John, using his 'reward chart', when he reads independently and continuously, for at least 3 mins.	• Ensure John reads aloud to a parent or sibling each day. • Use a timer as a visual prompt to help John track his reading time. • Record the texts John reads each night in his Home Reading Diary.	Date: ☐ Goal met ☐ Goal partially met ☐ Goal not met
MiniLit Goal					
Literacy Focus *Created by:* Cherie Walker *MiniLit Program Coordinator*	Analysis of John's reading progress highlighted that he would benefit from additional teaching support, through the MiniLit program.	By the end of Term 2, John will be able to read any word containing 3 phonemes (including words with the digraphs ai, ay, ou, ee, er, ir, ur, ei, ey, ue, ew) with 95% accuracy.	• Allow John to participate in the Mini-Lit program of four sessions per week to develop his phonological awareness. • Provide decodable readers for John to use at home. • Incorporate MiniLit activities in the class program. • Enable John to participate in Weekly Guided Reading sessions with the classroom teacher.	• Hear John read his decodable reader at least once a day and record these texts in Home Reading Diary. • Play word games such as 'I-Spy' with John. • Enable John to log on to Reading Eggs and Fast Phonics at home.	Date: ☐ Goal met ☐ Goal partially met ☐ Goal not met
Date shared with student's family	(Date) – Meeting / Phone conversation with John's Mum (Date) – IEP Uploaded on Compass				

Behaviour Chart

Our SPS Behaviour Chart, Strath Stars, CORE Reminders, CORE Support and CORE Reset are used during communication with parents and students in relation to behaviour and are uploaded on a student's Compass dashboard. There is a strong focus on the recognition of positive behaviour across the school and teachers actively teach pro social behaviours expected within the community. Strath Stars and other incentive initiatives are regularly issued.

CORE Reset and CORE Reminders are used to remind students to think more carefully about their behaviour choices and parents are encouraged to talk to their child about how they could approach the situation differently next time to ensure they make a more appropriate behaviour choice in future. If students receive multiple CORE Reminders or CORE Supports in a day, this is upgraded to a CORE Reset.

CORE Resets are issued when students choose to display unacceptable behaviours. Only one CORE Reset will be issued per day, but several incidents can be recorded in each card. Students issued with a CORE Reset are required to attend a Think Space session, during their break time, for a restorative conversation with a teacher, and if appropriate, with other students involved in the incident.

Strathfieldsaye Primary School Yard Behaviour Chart			
Strath Stars	**CORE Reminder**	**CORE Support**	**CORE Reset**
Strath Stars handed out to students by staff when positive behaviours and examples of the Strath PS CORE Values being demonstrated are shown. Caring Optimism Respect Excellence	**Not Caring** -Playing Roughly (Low Level) -Damaging plants (Low Level) -Accidentally hurting a peer whilst playing a game. -Not sharing equipment -Dropping rubbish -Damaging plants (Low Level) -Harassing wildlife (Low Level) -Walking on garden beds. -Not playing safely (Low Level) -Running in a walking area. -Not using equipment appropriately. -Using own property or clothing inappropriately. -Picking up sticks/stones without permission. -Throwing sticks/stones. **Not Showing Optimism** -Refusing to take turns **Not Showing Respect** -Deliberately disrupting the play of others. -Name calling (Low Level) -Eating, not in the Eating Area. -Playing on the wrong playground equipment. -Playing games in the wrong area. -Yelling or Screaming inappropriately. **Not Showing Excellence** -Showing poor sportsmanship	**Not Caring** -Playing Roughly (Moderate) -Harassing wildlife (Moderate) -Damaging plants (Moderate) -Touching other people's belongings without permission. -Deliberately damaging property or equipment (Low Level). **Not Showing Optimism** -Being dishonest. **Not Showing Respect** -Backchatting. -Using impolite language. -Using offensive language (Low Level) -Not playing safely (Moderate) -In rooms without permission. -Name calling to upset (Moderate) -Acting inappropriately in the toilets. -Using sticks/stones inappropriately. -Deliberately annoying others. -Deliberately excluding others. **Not Showing Excellence** -Refusing to engage in CORE Reminder conversation. -Repeated CORE Reminders.	**Bullying - Verbal, Physical or Emotional** - To another student; to a parent; to a staff member; to a community member. **Being Physically Aggressive** - Punching; kicking; hitting; pushing; scratching; biting; pinching; spitting; throwing an object at another person. **Being Verbally Aggressive** - Rumour spreading; continued arguing; repeatedly being dishonest. **Deliberately Damaging Property or Equipment** - Buildings; belongings and equipment. - Theft of other people's property. **Threatening the Safety of Others** - Verbal, physical or sexual threat - to another student; to a parent; to a staff member; to a community member. **Using Offensive or Abusive Language/Behaviour** - Name calling with the intent to hurt feelings/personal attack. - Racial taunts - Continually swearing; explicit language; derogatory language to others. - Pulling own or other people's pants down
Strath Stars Rewards	**CORE Reminder Response**	**CORE Support Response**	**CORE Reset Response**
Students receive physical Strath Stars which can be taken back to their classroom at the end of lunch and recess and added to the student's personal Strath Stars tally sheet.	-Students complete a short walk with the Yard Duty teacher and engage in conversation focusing on expected behaviours at Strathfieldsaye PS. -Student name is recorded on Yard Duty Clipboard and monitored by the Assistant Principal. - Students who receive repeated CORE Reminders complete a Community Service at Monday Recess time with the Assistant Principal.	- CORE Support logged on Compass; parents notified. - Short restorative conversation with a staff member.	- CORE Reset logged on Compass; parents notified. - Student attends CORE Reset for a restorative conversation. - Student takes home completed CORE Reset note. - Other pathways may be explored depending on severity of behaviour.

Strath Stars

The Strath Stars program is a comprehensive school-wide positive behaviour initiative designed to celebrate and reinforce positive behaviours exhibited by students across various settings within the school environment. This program operates within the framework of School-Wide Positive Behaviour Support (SWPBS), aiming to create a positive and inclusive school culture that fosters students' personal growth and development.

Developed with the purpose of nurturing positive behaviour and encouraging a supportive community, the Strath Stars program recognises and rewards students for displaying positive behaviours in classrooms, specialist programs, and during outdoor activities. When teachers observe a student engaging in a positive behaviour, they award the student a star. These stars are then prominently displayed on individual star charts within the student's classroom, allowing for visible tracking of their progress.

An integral aspect of the program involves the accumulation of Strath Stars. As students collect these stars, they work towards reaching milestones such as 50, 100, 150, and beyond. These milestones serve as key points for reward distribution. By acknowledging and celebrating these achievements, the program reinforces the value of positive behaviours in students' daily interactions.

The Strath Stars program is strategically designed to concentrate on the everyday positive behaviours exhibited by all students within the school community. It encourages a proactive approach to behaviour management by promoting and acknowledging desired conduct rather than focusing solely on corrective measures. This approach not only empowers students to take ownership of their behaviour but also fosters an environment where students are motivated to contribute positively to their learning community.

Through the implementation of the Strath Stars program, students, teachers, and parents collaboratively contribute to the cultivation of a harmonious and encouraging school climate. By involving various stakeholders in recognising and celebrating positive behaviours, the program extends beyond classroom walls, permeating throughout the school's culture.

STRATH STARS REWARDS

250
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VII unmm.u CIN[NI
LIBRARY H(tPER

300
SJCiNTC[N VOUCtlCA
Orne£HELJIEAFOR1 SESSION
1 HOUR FREETIM[

Lunch Clubs

Each lunch time, different lunch clubs are run to offer alternate options for students during break times. Lunchtime clubs are led by interested teachers as part of their yard duty allocations.

These lunch time clubs may include:

- Cricket Club
- Downball
- ICT Club
- Mindfulness
- Big Sing
- Music and Mindfulness
- Lego
- P-2 Colouring
- 3-6 Colouring

Happy Healthy Active Hour

Healthy Active Healthy Hour is a dedicated time within the learning program where students are given the opportunity to participate in range of engaging fun-filled activities with students from all age groups. Every student and every teaching staff member is involved in the program.

Happy Active Healthy Hour (HAHH) is timetabled three times a semester on a Friday afternoon. Every HAHH group is allocated a space in which to meet and to participate in their chosen activity. All the school's facilities are available for use and one or two staff members are assigned to every HAHH group.

Group Leader	**Activity**	**Location**
Gab and ~~Emma~~ Seb	Lego	STEM Room
Chloe and Jacinta	Movies	Room 2
Jen R	Bluey Club	Room 3
~~Lucy~~ Dani and Ash	Netball	Front Netball Court
Tina and Lisa	P-2 Tablets	Room 5
Jen D	Colouring In	Room 8
Deb and Amy B	Art and Drawing	Art Rroom
Dee	Yoga	Room 13

Berry Street Education Model

Strathfieldsaye Primary School has embraced the innovative Berry Street Education Model, a holistic approach that nurtures students' emotional well-being and fosters a positive learning environment. This model is deeply ingrained in the school's ethos and has revolutionised the educational experience for both students and teachers.

Morning Circles

Central to the Berry Street model are Morning Circles, which set the tone for the day by promoting open communication and connection among students and teachers. These circles provide a safe space for sharing thoughts and emotions, fostering a sense of belonging and trust within the classroom community. Positive primers, another core aspect, infuse the daily routine with optimism and gratitude, instilling a positive mindset that lays the foundation for effective learning.

Brain Breaks

Recognizing the importance of maintaining focus and engagement, the school employs brain breaks – short intervals of physical activity – to recharge students' cognitive energies. This approach ensures that learning remains dynamic and interactive, enhancing both attention spans and knowledge retention. Golden statements, encouraging respectful and empathetic communication, contribute to a harmonious classroom atmosphere that supports healthy social interactions.

Mindfulness

Mindfulness practices are seamlessly integrated into the curriculum, empowering students to be present-centred and grounded. By cultivating awareness of their thoughts and emotions, students develop self-regulation skills that not only enhance their learning experience but also equip them for life beyond the classroom. The emphasis on resilience and a growth mindset instils a sense of perseverance and adaptability, enabling students to overcome challenges and approach learning with a positive attitude.

2024 Whole School Focus

Term 1 - Circle

Term 2 - Ready To Learn Charts

Term 3 - Brain Breaks

Term 4 - TBC

BERRY STREET EDUCATION MODEL
Curriculum and Classroom Strategies

Disability Inclusion

Disability Inclusion involves an investment of almost $1.6 billion to ensure every student at every ability thrives at school and in life. Disability Inclusion is increasing support for students living and coming to school with disability.

Types of Funding

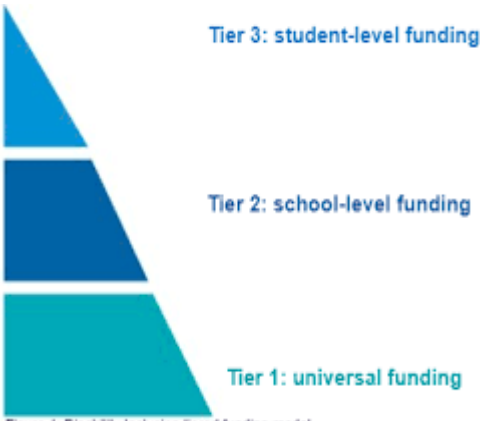


Figure 1: Disability Inclusion tiered funding model

Tier 1

Provides funding for all student's core learning needs. This funding includes students with disability and additional needs and does not change with the introduction of Disability Inclusion.

There is different amounts of regular funding depending on student year level, school location, size etc.

Tier 2

Provides additional funding to the school to strengthen school-wide capacity and capability to deliver adjustments and inclusive practice for students with disability.

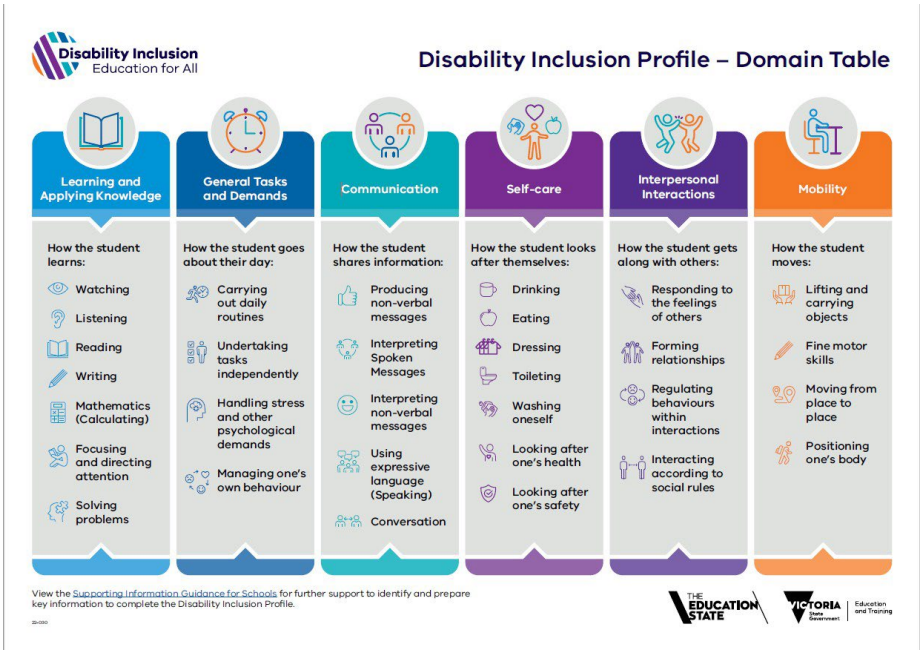
Schools use Tier 2 funding to develop more inclusive education environments, with flexibility to tailor support to their local context and needs of their student cohort.

Tier 3

Provides additional funding to support schools to deliver adjustments to meet the individual nature and acute impact of students with complex needs.

The level of additional funding is based on a student's Disability Inclusion Profile.

This ensures students with the highest needs receive the intensive support they require to enable participation, in addition to adjustments schools have put in place through Tier 1 and Tier 2.



Staff Wellbeing Supports

eduSafe Plus

What is eduSafe Plus?

eduSafe Plus is the online portal for managing occupational health, safety and wellbeing. eduSafe Plus allows the management of all incidents, hazards and sick bay/first aid activity and assurance actions.

School staff have a responsibility to report injuries, incidents, near-misses or hazards on eduSafe Plus (staff login required).

Reporting hazards, incidents and near misses supports schools and the department to:

- effectively assess and control risks to prevent workplace injury
- ensure injury does not reoccur
- ensure support is provided to injured and recovering staff members.

Reporting is everyone's responsibility.

Once a hazard, near miss or incident has been reported in eduSafe Plus, the Asset Information Management System (AIMS) can be used to create work orders to respond to any maintenance/facilities needs, including repairs and actions to reduce the likelihood of an incident occurring.

The following events must be reported on eduSafe Plus:

- workplace hazards
- employee incidents, including injuries and near misses
- student, security or infrastructure related incidents (excluding high and extreme severity incidents which are to be reported to the Incident Support and Operations Centre (ISOC))
- the issuing of a school community safety order.

Employee Assistance Program (EAP)

What is the Employee Assistance Program?

The Employee Assistance Program (EAP) is a free, short term, and strictly confidential counselling service delivered for the Department through an independent provider, LifeWorks by Morneau Shepell (LifeWorks). The EAP is available 24 hours, 7 days a week for up to four sessions for Department employees to discuss any personal or work related issues.

Who can access the EAP?

The Department's EAP offering of counselling support is available to: all Department employees immediate adult family members of Department staff (18 years of age or more) school council employees including Casual Relief Teachers (CRTs) employed by school councils. EAP is not available to CRTs engaged through agencies.

What services are offered through the EAP?

There are two main services: EAP Counselling Service (for all staff) and Manager Assist (for principals, school leaders and managers seeking advice on people management). EAP Counselling Service (face-to-face and telephone) Some of the issues you can explore and get support on through this service include: work-related issues – including work-life balance, conflict and interpersonal dynamics at work, career path and organisational change life-related issues – including relationships, grief and bereavement, significant life changes, carer responsibilities and concerns about your children or family members personal-health issues – including stress, depression, anxiety, eating disorders, addiction and coping with chronic illness.

How can I access the service?

To access the service, call 1300 361 008 to make an appointment. The telephone number can be accessed 24 hours, 7 days a week. Once you have contacted LifeWorks, an appointment time will be scheduled within 24 hours. An appointment will be made to be undertaken within five days of initial contact. Urgent after hours counselling requests will be put through to an on call counsellor. All non-urgent counselling requests received after hours will be booked to occur during business hours (8am6pm). Appointments can be booked at a time and location that works for you, over the phone or face to face.

https://www.education.vic.gov.au/hrweb/Documents/OHS/EAPfacts.pdf