

# 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.

Tooradin 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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Our school consists of 13 classrooms, an administration area, Italian/Early Years Centre, kitchen, and indoor gym. The playground features include two separate adventure playgrounds, two basketball courts and a dry creek area. The student population is drawn from the local area. The population of the school has continued its growth as in recent years. At Census Day 2019, there were 295 students.

At Tooradin Primary School students are valued and given guidance, ownership and encouragement to maximise their learning. Emphasis is placed upon personalised learning, a strong values program and students provided with many, vibrant learning experiences.

Our school also implements the following Support and Extension Programs: Whole School Transition Program, Prep Transition Program – 8 weeks, Prep and Year 6 Buddies Program, School Chaplaincy, School Councillor, Speech therapy, Student Intervention and Acceleration, Superflex Program and the Zones of Regulation Program.

Specialist programs are offered in Physical Education, Visual Arts, and Italian. Students are supported with Reading Intervention and Speech programs. Programs such as camps, excursions, incursions, whole school production, HPV, Pushcart and the Stephanie Alexander Kitchen and Garden classes complement curriculum areas across the school.

The Tooradin Primary School Community, including school staff, School Council, Parent and Friends Association, parent volunteers and families work together in many ways to ensure that all students have equal access to a high quality education.

## 2. School values, philosophy and vision

The vision for Tooradin Primary School is that of a dynamic and supportive learning environment, which fosters each child's learning potential, whilst building their resilience and social competencies. Our school places emphasis on meeting the academic and emotional needs of our students through careful assessment and planning, with an emphasis on what constitutes quality learning and teaching. Our school embraces team planning and makes accommodations for collegiate coaching and support.

We build on the strengths of each of our students by celebrating their efforts and achievements. The Tooradin Primary School Community values:

Respect: We treat others as we would like to be treated.

Responsibility: We are willing to be accountable for our behaviour.

Caring: We display an attitude of caring and consideration to everyone

Teamwork: We give our absolute best to everything we do.

## 3. Engagement strategies

Tooradin Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

### Universal

- 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 to ensure that students are able to have input into subjects and programs that build upon their interests and strengths
- teachers at Tooradin Primary School use an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Tooradin 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 Junior School Council. Students are also encouraged to speak with their teachers, Wellbeing Coordinator and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school productions, Buddy programs and Multi-Age Days such as Book Week and Italian Day
- we engage in school wide positive behaviour support with staff and students, which includes programs such as:
  - Zones of Regulation
  - Superflex
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

#### Targeted

- Staff monitor the health and wellbeing of students in their care, and have conversations/refer to Wellbeing Coordinator who will act as a point of contact for students who may need additional support
- 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 apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

- 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 Counsellor and Student Support Services
- referral to ChildFirst

Tooradin 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

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 or with other complex needs that require ongoing support and monitoring
  - in Out of Home Care

#### 4. Identifying students in need of support

Tooradin Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Coordinator plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Tooradin 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
- 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.

##### Our 5 Golden Rules:

1. I follow all staff instructions.
2. I use equipment of its correct purpose, at the correct time.
3. I stay within my own personal space.
4. I communicate with others in a courteous and respectful manner.
5. I am a responsible member of my learning community.

##### Positive Behaviour is rewarded by:

- **Classroom Behaviour Rewards Ladder.**
- **Student of the Week** – This is presented weekly at our Monday afternoon assembly to recognise individual achievements in the classroom.
- **Positive, encouraging comments.** These are given by staff on a continual basis and the students will be encouraged to give each other positive verbal praise when they see good work or acts of kindness.
- **Playground Raffle Tickets** – Staff on yard duty will be giving out raffle tickets to students who are honest and hand in lost property, for looking after our yard by picking up rubbish, for making good behaviour choices or for looking after other students. These raffle tickets will go into the fuzzy "I'm an amazing citizen" box at the office and one will be drawn out each at assembly.
- **House points and stickers.**

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 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 member of the school leadership team.

## 6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and School Philosophy Policy. Student bullying behaviour will be responded to consistently with Tooradin Primary School's Bullying Prevention Policy.

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

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:

### Consequences of Inappropriate Behaviour: The 6 Steps (the stages of consequences)

Classroom	Playground
1. Staff member gives 1 <sup>st</sup> verbal reminder.	1. Staff member gives 1 <sup>st</sup> verbal reminder
2. 2 <sup>nd</sup> verbal reminder.	2. 2 <sup>nd</sup> verbal reminder
3. Student is given 5 minutes cooling off/ thinking time in thinking area in own class.	3. Thinking or cooling off time walking with Yard Duty staff for 5 minutes.
4. A 10 minute thinking time in another classroom.	4. Thinking time for 10 minutes walking with staff or sitting in thinking time spot
5. Removal from class by Wellbeing Coordinator or Principal, phone call will be made to parents.	5. Excessive or extreme behaviour will result in withdrawal from yard to rethink area with Wellbeing Coordinator, phone call to parents.
6. Be supported to return to class.	6. Be supported to return to the playground.
<b>There may be instances when the behaviour of a student is endangering themselves or others. In this case the student would be removed from the classroom or yard.</b>	

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

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

Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 7. Engaging with families

Tooradin 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 such as Cooking, Gardening, Sports Days, Camps and Excursions
- involving families with homework and other curriculum-related activities such as Expos and Open Days
- 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

Tooradin Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

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

## REVIEW CYCLE

This policy was last updated on 12<sup>th</sup> September, 2019 and is scheduled for review in September, 2020

Signed:

  
\_\_\_\_\_  
Principal

Signed:

  
\_\_\_\_\_  
School Council President