

STUDENT WELLBEING & 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.

Tulliallan Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at Tulliallan Primary School will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning abilities and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected

Aim

- To support students through our philosophy of learning and teaching as stated in our Vision, and Key Values of Respect, Relationships, Responsibility and Resilience.
- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop students who are physically and emotionally healthy.

Scope

This policy applies to all school activities, including camps and excursions.

Content

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

1. School profile

Tulliallan Primary School is located at 89 Wheelers Park Drive, Cranbourne North and is a Public Private

Partnership (PPP) government school which opened for students in Term 1, 2017. Learning Consortium Victoria brings together significant educational design and PPP expertise, including Amber as sponsor, Clarke Hopkins Clarke as architect, Watpac as builder, Spotless as facilities manager and YMCA and CERES as community partners.

Tulliallan Primary School is an exciting social infrastructure hub for this growing community. An Early Years Learning Centre, delivering integrated long day care services, is delivered on the school site and operated by YMCA through the New Schools PPP Project. The school also includes a Community Hub space which is managed by the YMCA after school hours to provide Outside School Hours Care services and other community programs to local families and residents.

The school is located adjacent to Arbourlea Family and Community Centre which has been in operation since January 2014 and provides preschool and kindergarten services. The close proximity to this Centre enables smooth transitions between early years and primary education for children and families in the community. The closest secondary school is Alkira Secondary College.

The facilities have been designed to:

- provide contemporary Learning Communities that facilitate a learning and learner-centered approach and enhance the educational opportunities for all students, regardless of learning needs, through a diverse and flexible range of learning settings;
- support contemporary collaborative learning and teaching for professionals;
- support a sense of community and belonging within the school and within the wider community;
- promote and support enhanced inclusion, access and choice for all learners; and be aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff;
- maximise community amenity of school facilities, which is a priority for Government, enabling the school gymnasium and other multi-purpose spaces to be utilised by the YMCA to deliver a range of community and recreational programs after hours, including Out of School Hours Care and vacation care.
- promotes environmental sustainability principles

The school community believes the key purpose of the school is to provide a high quality education in a supportive and positive environment. The school promotes positive values and develops strong communication skills. There is a culture of high expectations where students feel safe and secure.

The key underlining values of the school are respect, relationships, responsibility and resilience, where participation and inclusiveness are key ingredients in striving for success.

Working together and learning together in teams are key to the school's success. Teachers evaluate together, moderate and plan together as a team. A shared collective responsibility has been developed with all teachers being responsible for the learning of all students at the school. The notion that "they are all our students" is fundamental. Students and teachers reflect on teaching and learning and the outcomes attained. Learning tasks are engaging and aimed at individual student's point of need.

2. School values, philosophy and vision

School Philosophy

The schools vision and values are built on Excellence, Respect and Community Principles. This aligns with the four key Education Principles that capture the Department's vision and values of;

1. Learners and learning are central
2. Diversity
3. Wellbeing
4. Community

TULLIALLAN PRIMARY SCHOOL VISION

Tulliallan Primary School aims to develop happy, resilient and responsible students who demonstrate positive

social skills and empathy towards others. We are committed to a culture of high expectations where students feel safe and secure with a zero tolerance to any abuse of a child in our care. All students will be provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community will embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

TULLIALLAN PRIMARY SCHOOL VALUES

Respect

- Take pride in yourself in all that you do.
- Treat others with care, inclusion and understanding.
- Appreciate that everyone is unique.
- Listen thoughtfully to others. Use best manners.
- Take pride in our school community

Relationships

- Work cooperatively as a team in work and play
- Be considerate of others
- Be sensitive to your own and others emotions

Responsibility

- Strive for your personal best.
- Taking care of belongings and school property
- Be a positive role model to others.
- Take ownership of actions
- Be ready, willing and organised to learn.

Resilience

- Have a positive outlook in life
- Give everything a go and never give up
- Use a positive attitude to bounce back from setbacks

Working collaboratively and learning together is key to our students' success and engagement with our families and the wider community. Teachers evaluate together, moderate and plan together as a team. A shared collective responsibility has been developed with all teachers being responsible for the learning of all students at the school. The notion that **"they are all our students"** is fundamental. Students and teachers reflect on teaching and learning and the outcomes attained. Learning tasks are engaging and aimed at the student's Personal learning development.

Life long learning is fostered for all members of the school community. It is both collaborative and independent, following individual pathways to the future. Diverse learning styles, interests and abilities are catered for through flexible and purposeful teaching styles. Learning is achieved through participation in engaging, meaningful curriculum incorporating both broad curriculum and relevant life skills. It promotes creative thinking and problem solving and participation.

Technology plays an important role in accessing the curriculum for all students. Mainstream adaptive computer programs provide support for student learning.

Pedagogical principles identified to support achievement of our vision are:

- The child is at the center of all learning
- High expectations are held for and by the learning community and all members within it.
- Engagement will be facilitated through promoting thinking, active inquiry and relevant learning.
- Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies

- Relationships are the key foundation to developing effective engagement with all members of the community. Interpersonal relationships and collaboration will be fostered within the school community.

The school philosophy will be enacted through:

- Community consultation, newsletters and forums
- Staff professional development and induction processes
- Ongoing curriculum development
- Parent and family support structures

3. Engagement strategies

Universal

Whole School Positive Behaviour and Matching Curriculum

The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.

The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The school will promote active student participation and provide students with a sense of ownership of their environment.

The school will support families to engage in their child's learning and build their capacity as active learners.

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

Fairness will be observed at all times and corporal punishment is not permitted at our school

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter, COMPASS and website.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Curriculum includes the Capabilities and learning areas which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

Targeted

- each year group has a Team Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and 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 be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Appropriate Tulliallan Primary School staff will apply a trauma-informed approach to working with students who have experienced trauma.

The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

The school will have processes in place to identify and respond to individual students who require additional assistance and support.

The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- accommodating different learning abilities and rates of learning
- intervening early to identify and respond to individual student needs

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

Individual

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

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

4. Identifying students in need of support

Tulliallan 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 help identify students in need of support and enhance student wellbeing. Tulliallan 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
- Compass chronicle data

- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance and formal/informal suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

5.1 Guiding principles

Every member of the Tulliallan school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

5.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

5.3 The Charter of Human Rights and Responsibilities Act 2006

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

5.4 Students with disabilities

The Disability Standards for Education 2005 cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

5.5 Bullying and harassment

Tulliallan Primary School seeks to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Responding to Harassment, Bullying and Cyberbullying

Our school will have a zero tolerance to harassment, bullying, cyberbullying and discrimination. If you are being harassed or bullied you should tell the person you don't like what they are doing and you want them to stop. If any member of the school community sees or is aware of another person being harassed, bullied or cyber bullied they should take appropriate action. This involves being proactive in letting a teacher/coordinator or senior student leader know about the situation. It is not acceptable for bystanders to do nothing about bullying and harassment. All concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Actively teaching students at Tulliallan Primary School, whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.

	<ul style="list-style-type: none"> As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
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Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> fairly, reasonably and consistently, implement the engagement policy. know how students learn and how to teach them effectively. know the content they teach. know their students. plan and assess for effective learning. create and maintain safe and challenging learning environments. use a range of teaching strategies and resources to engage students in effective learning.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. ensure their child's regular attendance engage in regular and constructive

	<p>communication with school staff regarding their child's learning.</p> <ul style="list-style-type: none"> • support the school in maintaining a safe and respectful learning environment for all students.
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Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Restorative Approach

The school is committed to the use of a restorative approach with students. **No corporal punishment is used in the school.**

The restorative approach:

- promotes awareness of others, responsibility and empathy
- involves direct and voluntary participation of those affected by misconduct in its resolution
- promotes relationship management rather than behaviour management
- provides consistency
- is concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied

Diversity in the school community

Tulliallan Primary School values diversity within the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealing with students, parents and staff.

School actions and consequences

Tulliallan Primary School uses School Wide Positive Behaviour Support (SWPBS) as a basis for developing a positive learning and behaviour environment in the school.

We take a whole-school approach to promoting positive behaviours, building social skills, enhancing student and teacher relationships and creating an environment in which the entire school community can feel safe, secure and supported. School leaders and teachers are responsible for ensuring the safety and wellbeing of students. Bullying incidents should be managed proactively. Parents and the school community should be involved in the development of safety and wellbeing strategies.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making

- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

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
- referral to the Year Level Coordinator
- restorative practices
- behaviour reviews
- suspension
- expulsion

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

- **Freedom**

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

- **Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

- **Honesty and Trustworthiness**

Be honest, sincere and seek the truth

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

7. Engaging with families

Families as Partners

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Welfare Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

8. Evaluation

Tulliallan 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

Evaluation

This policy was ratified by School Council on 4 September 2019. This policy will be reviewed as part of the school's three-year review cycle or if guidelines change.