



# 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.

Tulliallan Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

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

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2. School values, philosophy and vision
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## POLICY

### 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 school's 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.

### 3. Wellbeing and engagement strategies

*Tulliallan Primary 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 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *teachers at Tulliallan Primary School use the gradual release of instructional model 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 Tulliallan 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 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 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 Student Representative Council and other forums including year group meetings and Student Focus Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
- programs, incursions and excursions are developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy 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.

#### Targeted

- each year level cohort has a Year Level Leader/Coordinator, who is responsible for this cohort of students. Each teacher monitors the health and wellbeing of students in their Home Group, and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Koorie students will have an IEP and regular SSG meetings each year to support communication to the student’s family on goals set, and progress. Tulliallan Koorie students also have access to the KESO allocated to our school.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through the support of interpreters to enhance communication
- we support learning and wellbeing outcomes of students from refugee background through Department and Education Training supports
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- 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
- 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](#)

## Individual

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 Child First*

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*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *engaging with our regional Koorie Education Support Officers*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *with other complex needs that require ongoing support and monitoring.*

## 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*
- *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*

## 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.

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
- 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.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## 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, Tulliallan Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.*

*Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently.*

*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 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 Tulliallan Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## 7. Engaging with families

Tulliallan 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:

- maintaining an open, respectful line of communication between parents and staff
- ensuring that all parents have access to our school policies and procedures, available on our school website
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 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, including attendance and absence data
- SOCS

Tulliallan Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes

Our school will also ensure it follows the mandatory parent/carer 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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	School Council – July 12th 2023
Approved by	Principal
Next scheduled review date	May 2025

This policy relates to

- **Child Safe Standard 1: Culturally safe environments** – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Child Safe Standard 5: Diversity and equity** – Equity is upheld and diverse needs are respected in policy and practice.