

Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the front office.

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.

Tullamarine 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

Tullamarine Primary School's current enrolment is 285 from Foundation to Grade 6 and our clientele is drawn from over 26 suburbs. The school is close to Melbourne Airport and is accessible to the Tullamarine Freeway and other major roads.

We are part of the Hume Moreland Network of schools in the North-Western Victoria Region. The school is committed to implementing high quality Literacy and Numeracy programs, as well as building even further on past and recent successes. We have a close relationship with the neighbouring secondary colleges, primary schools and kindergartens in our region.

The school serves an increasingly multi-cultural population. Thirty per cent of students have at least one parent born in a non-English speaking country and 17% live in households where English is not the main language. Twenty-four nationalities are represented in the school.

The school has recognised increasing levels of disadvantage within its community in the last 5 years. The school has a Student Family Occupation (SFOE) density of 0.44. Single-parent families now make up a higher proportion of the school community as do families in rented accommodation. There is also a high level of transience among the student population. These changes in the community have impacted significantly on the student welfare program within the school.

The school sits on a large level site which has been upgraded in recent years to include a synthetic grass oval, a large and well-shaded adventure playground and a large covered outdoor and activities area. The school believes that this engaging playground contributes to positive student relationships. Buildings are attractively furnished and well-maintained.

The school is organised into four units covering Foundation, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The units are organised into composite classes of 18-25 students, except Foundation which are straight grades.

The school offers a comprehensive curriculum in line with the Victorian Curriculum. Specialist and support programs include: Physical Education, The Arts, Italian and STEM.

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The staffing profile of 14 full-time teachers and 3.2 part-time teachers includes the Principal, Assistant Principal, 11 Classroom 2 level teachers and 6 Classroom 1 level teachers. 11 students are funded under the Program for Students with Disabilities (PSD). These students are supported by six aides. Student welfare is a high priority. Relationships between staff and students are very positive. Through its emphasis on developing strong home-school partnerships the school has been able to meet the learning and wellbeing needs of a diverse range of students.

2. School values, philosophy and vision

Tullamarine Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **RESPECT, RESILIENCE** and **TEAMWORK** at every opportunity.

Our school's vision is:

Tullamarine Primary School empowers students to become lifelong learners who strive to reach their full potential academically, socially and emotionally.

3. Engagement strategies

Tullamarine Primary School implements 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.

All students have equal access to opportunities within the school and are not discriminated against gender, race, disability or religion. Parents have opportunities to be involved in decision-making processes through school council, being members of school council sub committees and the Parents' and Friends' Association. The physical school environment caters for students with physical disabilities requiring ramp access or other needs such as ensuring poles and steps are painted yellow for visually impaired students. The school operates a comprehensive Program for Students with Disabilities where all stakeholders have an equal opportunity to meet and plan the educational needs of students with disabilities. The school accesses Student Support Services staff such as psychologists, speech therapists, transition coordinators and social workers to support the needs of our students and families as required.

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
- teachers at Tullamarine 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 Student Voice Team students and are also encouraged to speak with their teachers, PLC Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, PLC Leader, 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
 - School Wide Positive Behaviour Supports Framework
 - Life Education
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)

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- opportunities for student inclusion (i.e. Student Voice Team, sports teams, clubs, recess and lunchtime activities)
- Extracurricular programs, such as Inter-School Sport and the Stephanie Alexander Kitchen Garden Program

Targeted

- each year group has a Year Level Coordinator, 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
- 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 Management Support Plan
- Safety Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Tullamarine 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
 - Re-engagement programs such as Navigator

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

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

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- 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, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program, attend school regularly and arrive to school and class on time
- 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 and actively contribute to their own learning
- Contribute positively to the school community

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

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

At Tullamarine Primary School we use the evidence-based School Wide Positive Behaviour framework for preventing and responding to student behaviour. It aims to 'create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.' (DET Vic)

The **Behaviour Expectations Matrix** (next page) provides a consistent language that is explicitly taught to all students at Tullamarine Primary School and can be used by community members in their interactions with others.


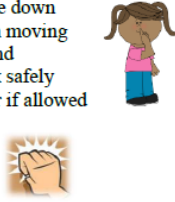
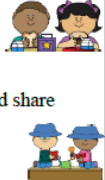









Staff use a range of positive acknowledgements when students display appropriate behaviour and school attendance.

These include:

- Verbal praise - individual and public e.g. newsletter and class
- Notify family of positive behaviour
- Body language - gesture/smile
- Student of the Week certificates and other certificates
- Tulla Ticket – rewards positive behaviours in relation to our school values

When a student acts in breach of the behaviour standards of our school community, Tullamarine 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.

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At Tullamarine PS, we treat each other with RESPECT, demonstrate LEADERSHIP as we strive for academic excellence in a safe and CREATIVE learning environment that is inclusive of all.				
Tullamarine Primary School				
	Learning Spaces	Hallways & Transition	Playgrounds & Outside	Toilets & Taps
RESPECT	<ul style="list-style-type: none"> - Use the 5 L's - Look after all resources - Listen and follow instructions - Use my manners - Try my best - Let others learn 	<ul style="list-style-type: none"> - Voice down when moving around - Walk safely - Enter if allowed 	<ul style="list-style-type: none"> - Eat and play in the right area - Wear a hat - Play safely and share - Follow rules - Be kind and friendly 	<ul style="list-style-type: none"> - Keep it clean - Knock and lock - Flush and wash hands - Be a friend and wait - Use taps to drink and fill 
LEADERSHIP	<ul style="list-style-type: none"> - Be ready to learn - Include others - Join in discussions - Work well with others 	<ul style="list-style-type: none"> - Lead by example - Show expected behaviour 	<ul style="list-style-type: none"> - Tell a teacher - Put rubbish in the bin - Show others how to play - Be fair and invite others 	<ul style="list-style-type: none"> - No food in toilets - Be sensible - Get in, get out - Move quietly - If problems, tell a teacher 
CREATIVITY	<ul style="list-style-type: none"> - Accept all ideas and opinions - Stay on task - Think of ways to fix problems 	<ul style="list-style-type: none"> - Make good choices 	<ul style="list-style-type: none"> - Change games to include others <p>Make good choices</p> 	<ul style="list-style-type: none"> - Think of ways to improve behaviour - Share and care 

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.

Whilst consequences are an essential part of students being held accountable and responsible for their behavior, there should be natural consequences, designed to repair any damage to relationships or property, rather than punishments that have no relationship to the behaviour. Where possible, consequences should have a relational element, and an educative element.

An incident may require: contacting parents, alternative lunch program, time out, detention, note home to parents, sitting at the office, child writes a problem solving solution, student resolution meetings, exclusion from an activity or excursion/event, positive behaviour modification chart/contract or child makes amends through an act of restorative justice. Suspension is used as a last resort.

All staff at Tullamarine Primary School follow the major and minor behaviour flowcharts when dealing with any behavioural issues. All behaviours are dealt with in a consistent manner and follow clear steps. See flow charts at end of policy.

Disciplinary measures, as outlined on the behaviour flowcharts, that can be applied include:

- warning a student that their behaviour is inappropriate and reminding them of the expected behaviours
- moving a student to a quiet space within the classroom
- moving student to another classroom (PLC leader)
- moving student to the admin area
- withdrawal of privileges
- temporary withdrawal/exclusion from the yard
- withdrawal of privileges such as camps, excursions and other events
- detentions
- behaviour reviews
- suspension
- expulsion

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>

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

7. Engaging with families

Tullamarine 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, supported by our Communicating with School Staff policy.
- 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

Tullamarine 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 opinion survey
- case management
- Compass
- CASES21
- SOCS

Tullamarine 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

Related school policies:

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

Policy Review and Approval

Policy last reviewed	September 2021
Consultation	School Council
Approved by	Principal



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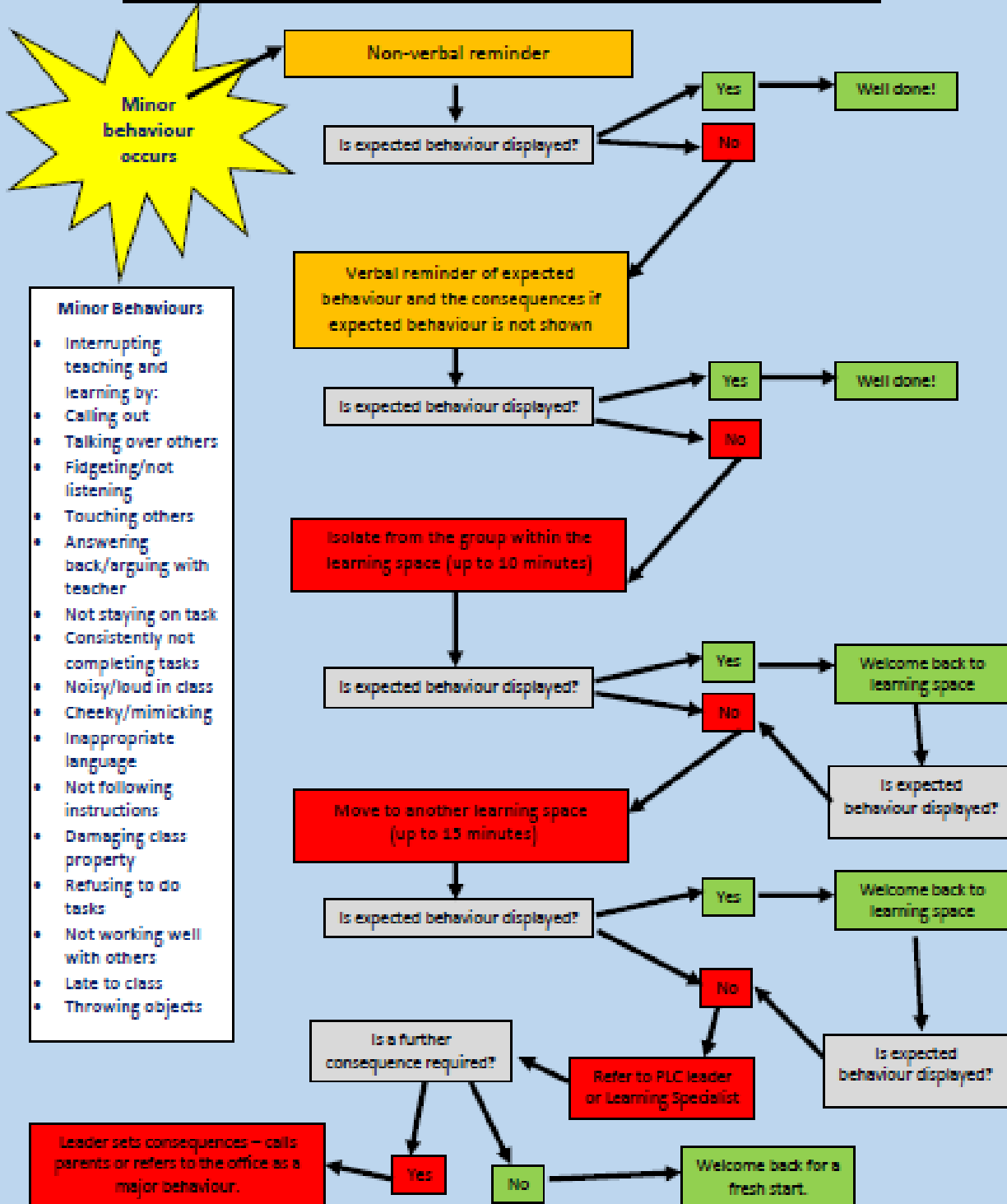
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Next scheduled review date	September 2023
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Learning Space Minor Behaviours

Every step is a teaching moment



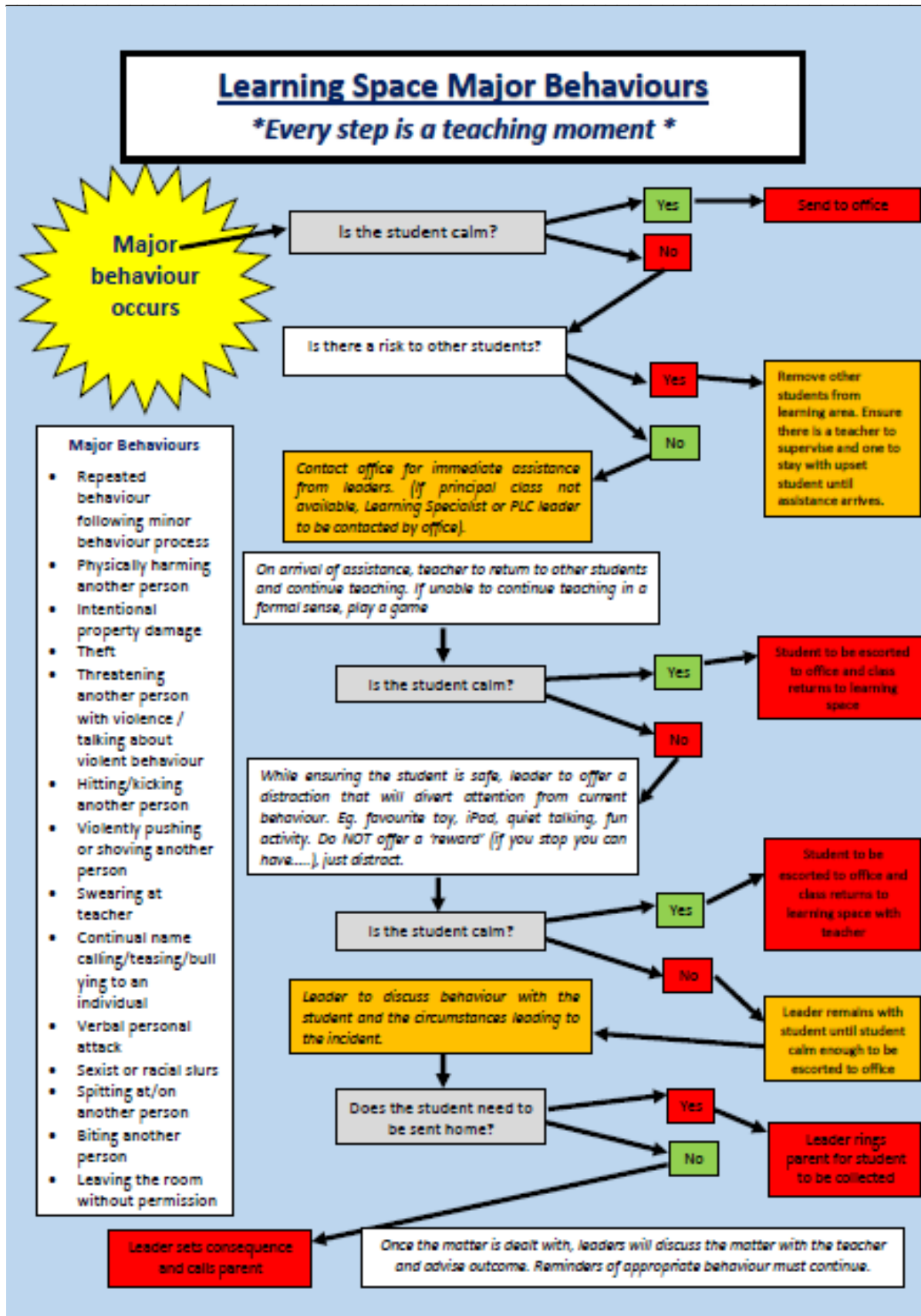


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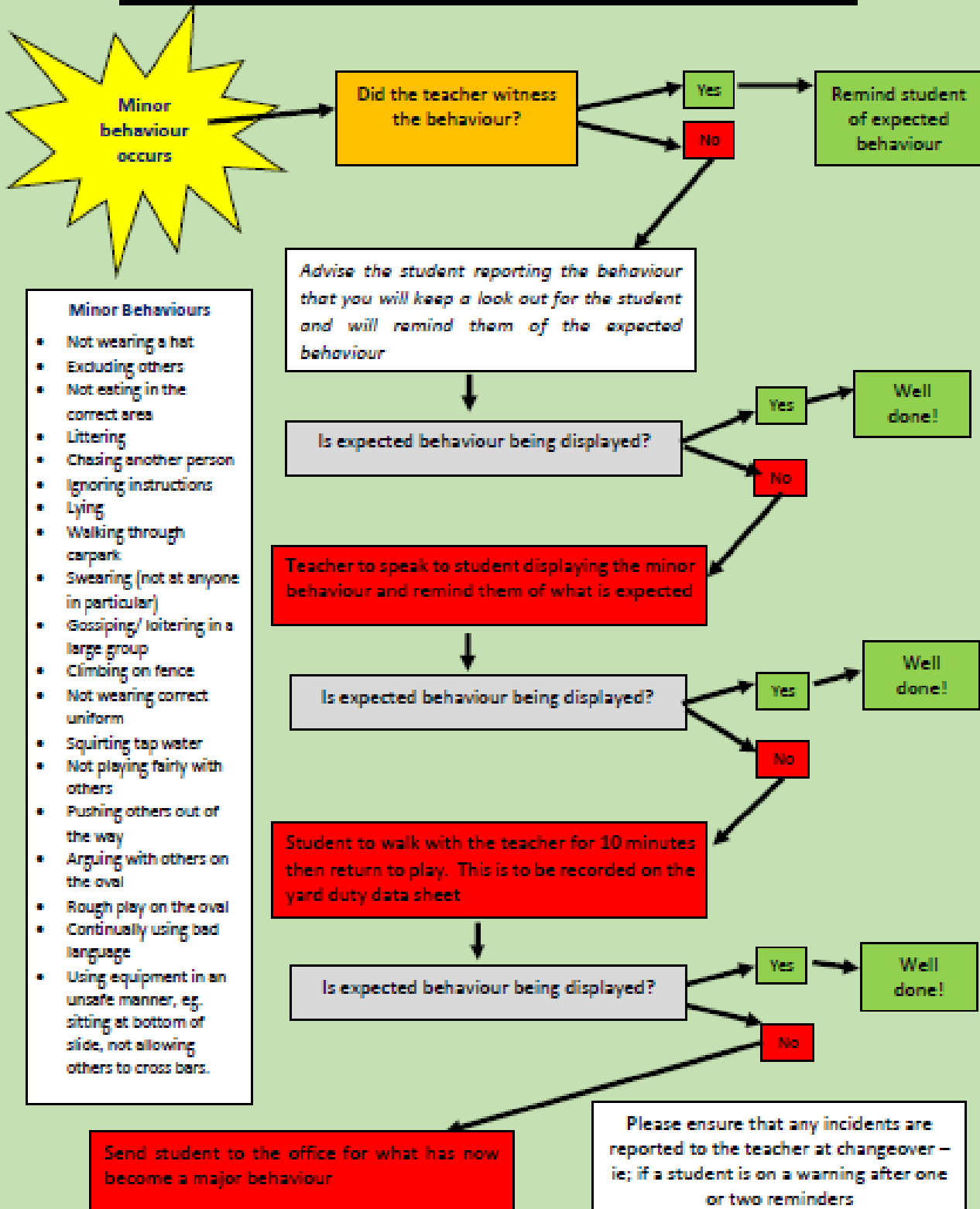
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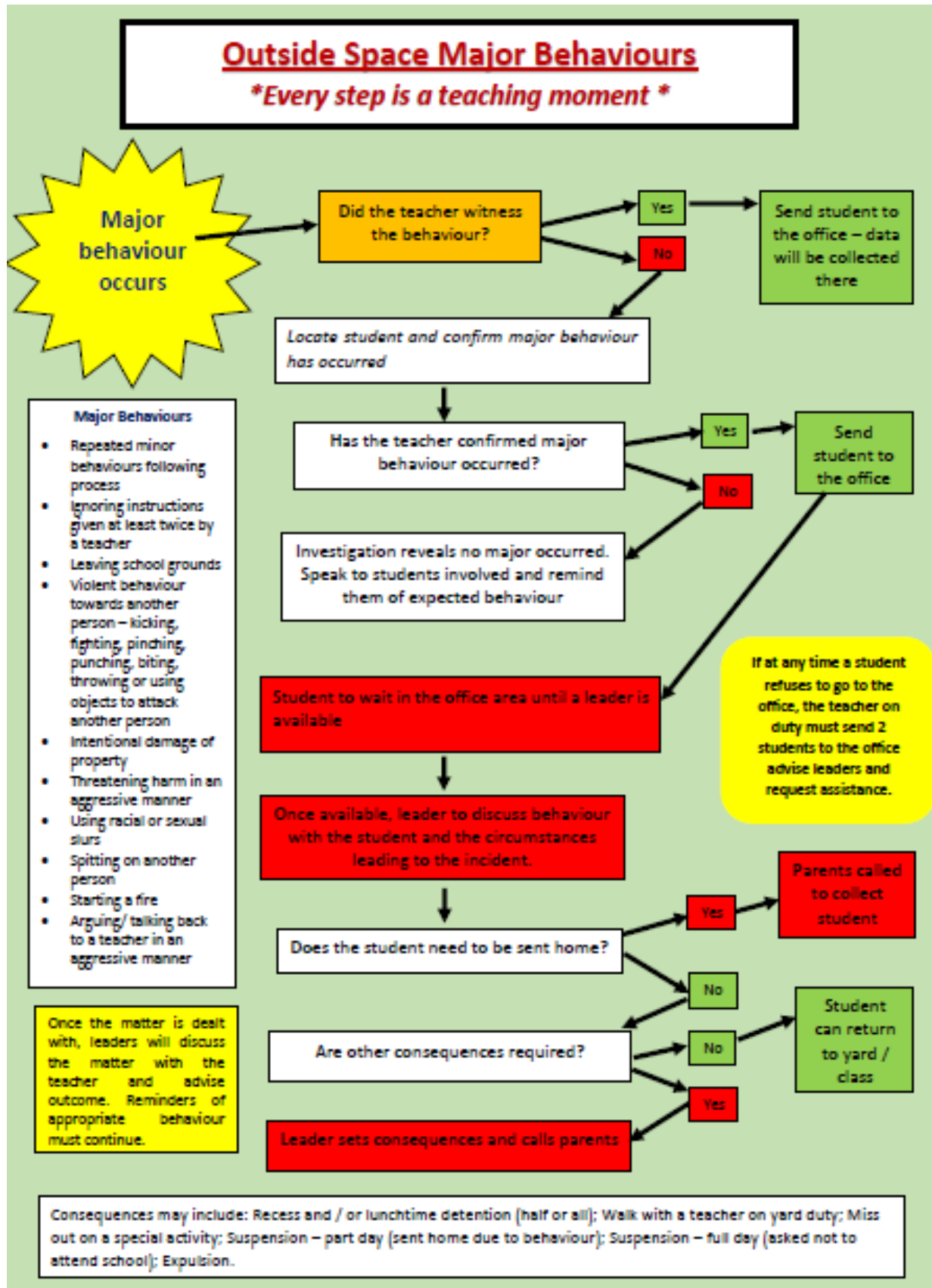
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Outside Space Minor Behaviours

Every step is a teaching moment



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