

## RESPECT RESILIENCE TEAMWORK

### STUDENT WELLBEING & ENGAGEMENT POLICY



#### Help for non-English speakers

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

### CONTENTS

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- 2. School values, philosophy and vision
- 3. Engagement strategies
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### POLICY

#### 1. School profile

Tullamarine Primary School's current enrolment is 200 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 Merribek 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 - seven per cent of students have at least one parent born in a non-English speaking country and 25% live in households where English is not the main language. Twenty-four nationalities are represented in the school.

The school has a Student Family Occupation (SFOE) density of 0.4517. 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 includes 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 2.0. Specialist and support programs include: Physical Education, The Arts, AUSLAN and STEM.

The staffing profile of 12 full-time teachers and 4 part-time teachers includes the Principal, Assistant Principal, 6 Classroom 2 level teachers and 8 Classroom 1 level teachers. 8 students are funded under the Program for Students with Disabilities (PSD). These students are supported by five 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. Wellbeing and Engagement strategies

Tullamarine 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 outlined 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 Tullamarine Primary School use an instructional framework 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 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 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 Action Team. Students are also encouraged to speak with their teachers, PLC Leader, 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 and peer support programs

- all students are welcome to self-refer to the Student Wellbeing Coordinator, PLC 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
  - School Wide Positive Behaviour Supports Framework
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support 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

- 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
- our English as a second language students are supported through our educational program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTQ+ students\]](#)
- 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

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
- engaging with our regional Koorie Engagement 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

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
- 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.

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.

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 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.

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.

The **Behaviour Expectations Matrix** 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.

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:

- 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 PLC leader
- restorative practices
- detentions
- 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 Tullamarine 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.

 <b>TULLAMARINE PRIMARY SCHOOL</b> <small>Excellence has no limits</small> <b>Tullamarine</b> <small>Primary School</small>	<b>At Tullamarine PS, we treat each other with RESPECT, demonstrate RESILIENCE as we strive for academic excellence and use TEAMWORK to learn together.</b>			
	Learning Spaces and Common Areas	Transitions	Playgrounds & Outside	Toilets & Taps
RESPECT	We will always: <ul style="list-style-type: none"> <li>• Use whole body listening</li> <li>• Look after resources</li> <li>• Listen and follow instructions</li> <li>• Be ready to learn</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Walk quietly and safely</li> <li>• Keep hands to yourself</li> <li>• Be on time</li> <li>• Stay together</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Keep our school clean</li> <li>• Play safely</li> <li>• Follow school rules</li> <li>• Be friendly and inclusive</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Keep it clean</li> <li>• Get in and get out</li> <li>• Flush and wash hands</li> <li>• Be a friend and wait</li> </ul>
RESILIENCE	We will always: <ul style="list-style-type: none"> <li>• Keep on trying</li> <li>• Give everything a go</li> <li>• Learn from mistakes</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Lead by example</li> <li>• Make good choices</li> <li>• Hold each other accountable</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Use the Buddy stop</li> <li>• Be a good sport</li> <li>• Accept group decisions</li> <li>• Be a problem solver</li> <li>• Seek help if needed</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Go to the toilet in our break time</li> <li>• Make good choices</li> <li>• Show patience</li> </ul>
TEAMWORK	We will always: <ul style="list-style-type: none"> <li>• Actively listen</li> <li>• Contribute</li> <li>• Work well with others</li> <li>• Be supportive</li> <li>• Work towards a common goal</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Stay together</li> <li>• Remind each other of expectations</li> <li>• Encourage others to move quietly and safely</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Be fair and include others</li> <li>• Be a good sport</li> <li>• Share equipment</li> <li>• Play by the rules</li> </ul>	We will always: <ul style="list-style-type: none"> <li>• Arrive and leave with your friend</li> <li>• Help others</li> <li>• Keep the area tidy</li> </ul>

## 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/carers 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 and Wellbeing Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2025
Consultation	School Council – 10 <sup>th</sup> June 2025
Approved by	Principal
Next scheduled review date	September 2027