

## Student Wellbeing and Engagement Policy

June 2024

### **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.

Teesdale Primary 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**

1. School profile
2. School values, philosophy and vision
3. Wellbeing and 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**

Teesdale Primary, a school with proud traditions, was established in 1878 on the eastern side of the rural township. It is nestled in an attractive setting near the Native Hut Creek, 35 kilometres west of Geelong on the Main Road. The school offers a secure environment and encourages and recognises the rights of all students to reach their full potential.

The effective teaching of literacy and numeracy is recognised as the foundation to successful learning and is a key aspect of teaching throughout the day. Staff work hard to provide a teaching pedagogy reflective of 21st century designs including personalised learning for students. The school promotes sustainable practices and environmental responsibility including the development of lifelong healthy habits. The



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curriculum is delivered in a positive, stimulating and challenging environment where every child experiences success and is supported to develop a love of life-long learning. Students will engage in a rigorous curriculum, so that they are informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community.

Teesdale Primary's educational facilities include generous teaching spaces, an Arts/Science Room, a Performing Arts Building, a Mud Brick Kitchen and extensive garden. The facilities, grounds and gardens have been significantly enhanced to provide an appealing environment that better meets the needs of the school and the community. The school uses Information and Communications Technology (ICT) when appropriate, to digitally present highly scaffolded learning, preparing students to be digitally literate in a 21st century world.

Outside, the expansive grounds allow for a mix of passive and active areas with hard court areas, a large oval, soccer pitch, Covered Outdoor Learning Area (COLA), landscaped vegetable and garden areas, sandpits and protected spaces.

There is a strong partnership between parents/carers and staff, with a high level of participation in fundraising and social activities and on School Council, the Parent's Club and as kitchen/garden volunteers. Teesdale Primary School families have an outside of hours school care provider available to them on site.

### **2. School values, philosophy and vision**

Teesdale Primary'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, Friendship, Excellence and Honesty at every opportunity.

Our school's vision: Every child at Teesdale Primary School is provided with a positive, safe and supportive learning environment which enables them to achieve their personal best. Our school is a learning community where all children have access to a broad, balanced, enriching and relevant curriculum, which is differentiated to meet their individual academic and wellbeing needs. Our learning environment fosters the dignity, respect and self-esteem of all children and enables them to succeed academically, socially and emotionally.

Our school's Statement of Values: Teesdale Primary School expects students, teachers, parents, carers and the community to display our school values of Respect, Resilience, Friendship, Excellence and Honesty. We seek to promote our school values throughout the curriculum, in co-curricular activities and in our daily operations. We foster a learning community where everyone aims to do their best, values diversity, embraces differences and cares for the environment. We aim for an environment where we are united, supportive and kind to each other and are truthful in all that we say and do, and can maintain a positive and resilient attitude.

### **3. Wellbeing and engagement strategies**

Teesdale Primary has developed a range of strategies to promote student engagement in an inclusive and safe environment that encourages positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping 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/carers



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- 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 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 Teesdale Primary use an evidenced-based consistent instructional model to ensure explicit instruction, incorporating High Impact Teaching Strategies and teaching practices into all lessons.
- teachers at Teesdale Primary 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 School Committees and Student Leaders and other forums including year group meetings. Students are also encouraged to speak with their classroom teachers, an Inclusion Team member or School Improvement Team whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through a Bi-Annual School Concert, athletics and Buddies programs
- **all** students are welcome to self-refer to the Student Wellbeing Coordinator, Principal, School Improvement Team or teacher 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
  - Safe Schools
  - Zones of Regulation
- 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, including a Passive Play Space)
- 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**

- each year group has a School Improvement Team representative, who monitors the health and wellbeing of students in their year, and act 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 Torres Strait Islander culture.



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- 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 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 fully engage in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as 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
- 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 culturally and linguistically diverse students are supported to feel safe and included in our school
- 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**

- Student Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Education Plan and Behaviour Support Plan or Student Safety Plans
- Disability Inclusion (Tiers 3, 2 & universal tier 1 supports)
- referral to Student Wellbeing Leader and Student Support Services
- referral to appropriate allied health services and support agencies, including the Orange Door, MELI and Headspace
- referral to the Department of Educations Navigator Program
- Referral to Lookout Education Support Centres

Teesdale Primary 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 the student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education 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:
  - o school-based wellbeing supports
  - o Student Support Services
  - o appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or The Orange Door
  - o 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

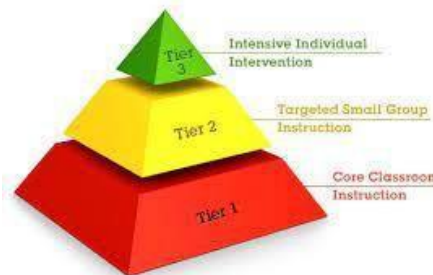
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- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing a 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
  - and with other complex needs that require ongoing support and monitoring.

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

Teesdale Primary is committed to providing the necessary intellectual, emotional and social supports to our students.

The School Improvement Team plays a significant role in developing and implementing strategies that help identify students requiring Tier 3, Tier 2 and Tier 1 support for both wellbeing and academic learning.



Teesdale Primary 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
- referrals from staff or parents

#### **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/carers and approach a trusted teacher or a member of the school



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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, staff and families are grounded in our school's Statement of Values and 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, Teesdale 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. Please refer to the Code of Conduct and Restorative Practices script attached in the Appendix.

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. Refer to the school's Behaviour Flow Chart below.
- withdrawal of privileges
- referral to the Principal and Learning Specialists
- 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 Teesdale 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**

Teesdale Primary values the input of parents and carers, and we will strive to support families to engage in their child's learning, supporting both the learning and wellbeing of their child. We aim to be partners with parents and carers in our school community.



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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/carers and staff, supported by our Parent Concerns and Complaints Policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum related activities 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 education plans for students.

### **8. Evaluation**

Teesdale Primary 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
- Sentral
- incidents data
- school reports
- parent survey
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Teesdale 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.

### **Further information and resources**

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Inclusion and Diversity Policy
- Parent Complaints and Concerns policy
- Duty of Care Policy
- Bullying Prevention Policy
- Digital Technologies Policy
- Child Safety Standards Code of Conduct and Commitment Statement.

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](#)



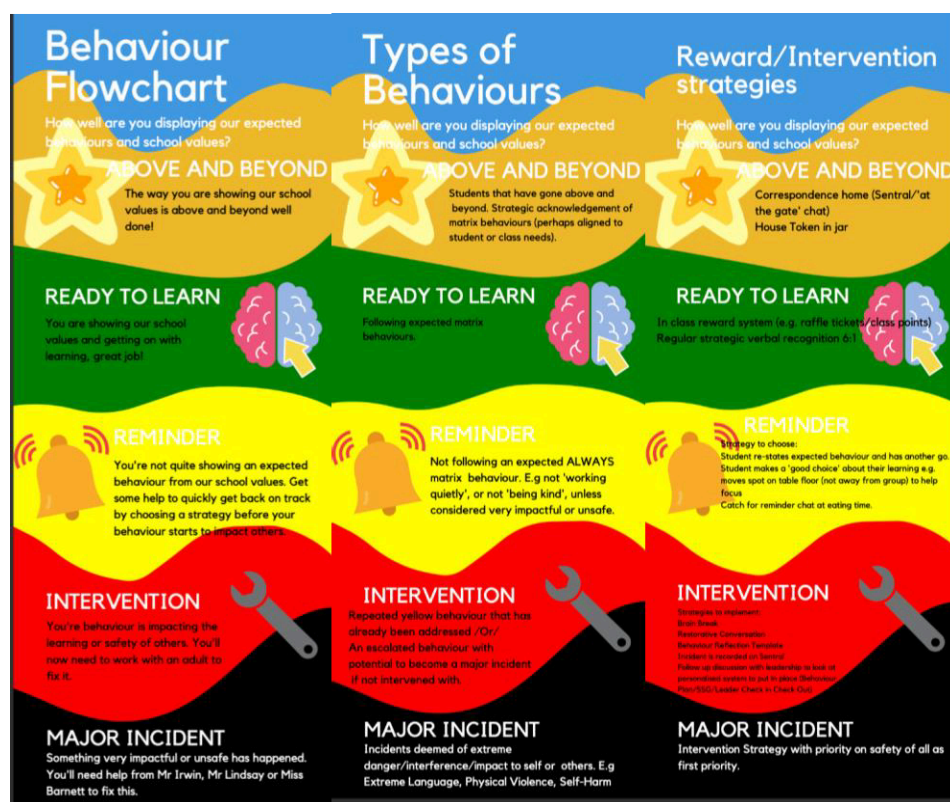
## APPENDIX

STUDENTS	STAFF	PARENTS
<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>● Play and learn happily</li> <li>● Be accepted and valued</li> <li>● Be treated and spoken to fairly and with respect</li> <li>● Have equal access to school facilities and equipment</li> <li>● Be provided with a positive and safe learning environment in which their academic, social and physical potential can be fully developed</li> </ul> <p>Student responsibilities are to:</p> <ul style="list-style-type: none"> <li>● Follow our School Values</li> <li>● Bring a note from their parents/carers explaining an absence/lateness</li> <li>● Allow others to learn and play happily</li> <li>● Act so that no harm comes to themselves or others</li> <li>● Treat others with respect and fairness</li> <li>● Participate to the best of their ability in all school activities</li> <li>● Be careful in the use of facilities and equipment</li> <li>● Follow all school rules and staff instructions</li> <li>● Respect and care for our buildings and grounds</li> </ul>	<p>Staff members have the right to:</p> <ul style="list-style-type: none"> <li>● Be treated with respect</li> <li>● Work in a safe, pleasant and happy environment</li> <li>● Be supported by the school community</li> </ul> <p>Staff responsibilities are to:</p> <ul style="list-style-type: none"> <li>● Model and promote our School Values</li> <li>● Proactively promote regular attendance and support students and families to implement individual strategies where attendance is problematic</li> <li>● Contribute to a positive school climate</li> <li>● Treat others equally and with respect</li> <li>● Communicate regularly with parents about their child's education and behaviour</li> <li>● comply with all duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> </ul>	<p>Parents and carers have the right to:</p> <ul style="list-style-type: none"> <li>● Be treated with respect</li> <li>● Be attended to professionally and effectively</li> <li>● Work in partnership with the school to support and be informed about their child's education</li> </ul> <p>Parents and carers responsibilities are to:</p> <ul style="list-style-type: none"> <li>● Model and encourage their child to follow and promote our School Values</li> <li>● Ensure their child is punctual and attends school each day and on time</li> <li>● support their child's learning during absences</li> <li>● Inform teachers of relevant medical and family situations</li> <li>● Promote positive outcomes by valuing the importance of education</li> <li>● Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>● Monitor their child's school involvement and</li> </ul>





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	<ul style="list-style-type: none"> <li>provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>	<p>progress and communicate with the school when necessary</p> <ul style="list-style-type: none"> <li>Are informed and supportive of school programs and actively participate in school events/parent groups</li> <li>Ensure that enrolment details and required student information are up to date and correct</li> </ul>
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## Restorative Script:

Script: <b>When something goes wrong</b>	Script: <b>Giving the apology</b>
 <ol style="list-style-type: none"> <li>1. <b>What</b> did you want when you ___?/ What were you thinking about when you ___?</li> <li>2. <b>When</b> you _____ was that a good choice or a poor choice?</li> <li>3. <b>How</b> did you make _____ feel when you _____?</li> <li>4. <b>What</b> do you think you need to do to make things right?</li> <li>5. <b>What</b> can I do to help you?</li> <li>6. <b>Can</b> we move on from what happened?</li> </ol>	 <p><b>OFFENDER:</b></p> <p>_____ I'm sorry for _____.</p> <p><b>VICTIM:</b></p> <p>Thank you for your apology, I didn't like it when you _____ it made me feel _____.</p> <p>Please don't do it again.</p> <p>*always consider if the incident needs to be recorded on Sentral or followed up with teacher.</p>

## Communication

This Policy is communicated via the school's website.

## Review and approval

Policy last reviewed	June 2024
Consultation	This policy was developed and reviewed by the Education Sub Committee, School Council in June 2024.
Approved by	Principal
Next scheduled review date	June 2026