



# TOOBORAC PRIMARY SCHOOL

## 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.

Tooborac 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.

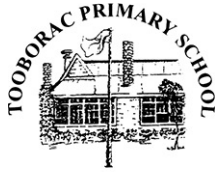
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### POLICY

#### 1. School profile

Tooborac Primary School was established in 1873 and is situated in a small rural community 90 kilometres north of Melbourne. We currently have 19 students enrolled and operate two classrooms. We currently have a 0.8 classroom teacher, a teaching principal, a 0.4 chaplain and two 0.42



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integration aides. Specialist visiting teachers provide Art , Music, Indonesian and Library lessons. Senior students engage in cultural exchange via video conference with a Korean Primary School. Our students contribute to the work of community groups such as the Whroo Goldfields Conservation Management Network.

Our school has access to up to date technology to support student learning. Our students enjoy a higher than 1:1 device ratio with a mixture of desktops, laptops and ipads. We also have excellent student libraries of fiction and non-fiction and can access to the visiting library van weekly. Teachers have access to a considerable resource library to support literacy and numeracy instruction.

Our focus is on improving student outcomes in literacy and numeracy.

Our parent community is highly engaged with the school and we welcome parent and family involvement. Our students showcase their learning to the school community at weekly student lead assemblies.

## 2. School values, philosophy and vision

Tooborac 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 safety, respect, and readiness to learn at every opportunity.

### **Our vision**

Tooborac Primary School is an inclusive school where students reach their potential by developing a passion for learning and becoming active citizens who value diversity.

### **Our mission is:**

To provide a quality, differentiated education that is engaging, relevant and prepares students for their future.

To provide practical, real life learning relevant to the curriculum.

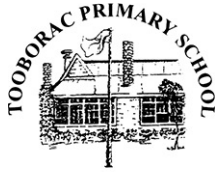
To foster a sense of discovery of the world in which our students live: both locally and globally.

### **Our values**

**Safe** - We provide a safe environment for learning, social interaction and emotional development. Students are encouraged to take risks with their learning and recognise that mistakes are an important part of learning. We actively promote and support physical, mental and emotional wellbeing.

**Respectful**- Staff, students and the school community treat each other and themselves with respect and consideration using courtesy and understanding. Students are explicitly taught the correct register of speech and body language to use in public situations.

**Ready to learn**- With a positive attitude students take ownership learning and become independent, motivated learners. By articulating their mathematics and literacy goals and by engaging in reflection, goal setting and peer evaluation students can celebrate their strengths and know what to focus on in future.



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### **Enactment of school philosophy**

In all documents, in all practice by students and teachers in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision. Regular evaluation processes will be in place to measure the performance in all areas of the school with respect to the implementation of the vision and values of the school.

In all work in the school, the question "Is this work or process in line with the school vision, values and beliefs?" This question will be a fundamental practice of all teachers and staff in the school.

*Our Statement of Philosophy is available online at: <http://tooboracps.vic.edu.au/>.*

### **3. Engagement strategies**

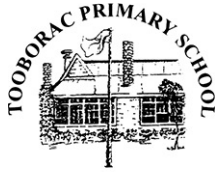
Tooborac Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

#### **Strategies used at a whole of school level to promote positive behaviour and inclusion include:**

- 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
- deliver a broad curriculum including all content descriptors of the Victorian Curriculum
- teachers at Tooborac Primary School use an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Tooborac 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
- we use the Victorian Curriculum 'Resilience, Rights and Respectful Relationships' resources to develop our students social and emotional intelligence.



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- 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 and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Parliament and other forums. Students are also encouraged to speak with their teachers, Chaplain, Integration aides and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, buddy reading program
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, 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 explicitly teaching appropriate behaviours for a range of situations and environments.
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- buddy programs

### Targeted

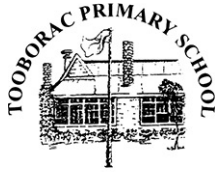
**Strategies, designed to address particular concerns in certain age groups or friendship circles may include:**

- 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
- the chaplain 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
- connect all Koorie students with a Koorie Engagement Support Officer

### Individual

Tooborac 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



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- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

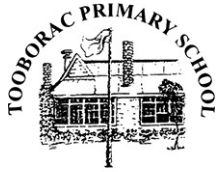
#### 4. Identifying students in need of support

Tooborac 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. Tooborac 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.



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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.
- experience success in their academic and social life.

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.

## 6. Student behavioural expectations

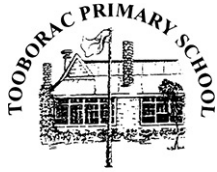
Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Tooborac Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Tooborac 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
- interviews with family
- detentions
- behaviour reviews
- suspension
- expulsion



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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>

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

## 7. Engaging with families

Tooborac 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

Tooborac Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

*School Philosophy*

*Bullying Prevention,*

*Child Safe Standards*

## REVIEW CYCLE



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This policy was last updated on 8/07/2019 and is scheduled for review in July 2020