



TRARALGON SOUTH 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.

Traralgon South 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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2. School Values, Philosophy and Vision
3. Engagement Strategies
4. Identifying Students in Need of Support
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POLICY:

1. School Profile:

Traralgon South Primary School, the oldest established school in the district, is situated in a picturesque bushland setting an approximate 10-minute drive south of Traralgon. Originally, the

school predominantly served the local farming community. Today, our school is comprised of families from the Traralgon South, Callignee, Koornalla and Hazelwood North areas, as well as a growing number from the Traralgon township.

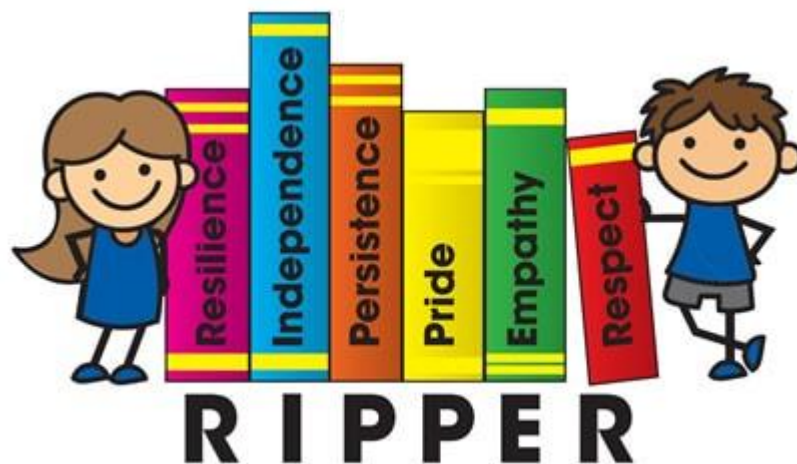
In 2020, our school has 119 enrolled students in five classrooms (Prep/1, Year 1/2, Year 2/3, Year 3/4, and Year 5/6), and 12 staff members, including classroom teachers, a Physical Education teacher, an Art/Music teacher, 3 teacher aides and a Business Manager.

We foster regular interaction with other local Primary Schools through inter-school camps and sporting activities, providing connections for our students to a wider community and social network. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School Values, Philosophy and Vision:

Our school community challenges and inspires us to be inquisitive and motivated learners with high expectation of ourselves. We will develop the skills to ably solve problems through life's challenges. Our values reflect our ambition to be community minded citizens for today, tomorrow and the future.

Our School Values are:



These RIPPER values are integrated throughout our whole school; in the classroom, through weekly excellence awards, and supported by our School Council, our Parents and Friends Committee, and the Junior School Council.

Traralgon South Primary School prides itself on creating a supportive and inclusive environment for all children. We encourage and support interaction between children of all ages and grades, building confidence and respect for all members of our school community. Parent involvement in our school is encouraged, primarily through the provision of classroom assistance, attending school events, excursions and sports days, supporting our Parents and Friends Committee, or contributing to School

Council.

3. Engagement Strategies:

Traralgon South 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:

a. 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;
- Delivery of a broad curriculum ensure that students are able to develop their interests, strengths and aspirations;
- Teachers at Traralgon South Primary School use a Targeted Teaching model to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons;
- Teachers at Traralgon South 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 RIPPER 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 Representative Committee. Students are also encouraged to speak with their teachers, support staff and Principal whenever they have any questions or concerns.

- Create opportunities for cross-age connections amongst students through sporting events, music programs, and buddy and peer support programs;
- All students are welcome to self-refer to any member of staff 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;
- Programs, incursions and excursions developed to address issue specific behaviours;
- Opportunities for student inclusion (i.e.) sports teams, clubs, recess and lunchtime activities.

b. Targeted:

- Each class has a classroom teacher, 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
- 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.

c. Individual:

Traralgon South 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 the 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:

Traralgon South Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Traralgon South 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.

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;
- 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 school staff.

6. Student Behavioural Expectations:

When a student acts in breach of the behaviour standards of our school community, Traralgon South Primary School will institute a staged response, consistent with the Department of Education and Training's (DET) 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.

Student bullying behaviour will be responded to consistently with Traralgon South Primary School's bullying policy.

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.

In accordance with our RIPPER values, Traralgon South Primary School set high expectations for student behaviour. Whilst not representative of our full policy, key elements are represented on the matrixes on the following pages, whereby school responses to undesirable student behaviour will be guided by the level of intent and harm caused by the behaviour.

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 Principal;
- Restorative practices;
- Detentions;
- Behaviour reviews;
- Suspension;
- Expulsion.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with DET policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

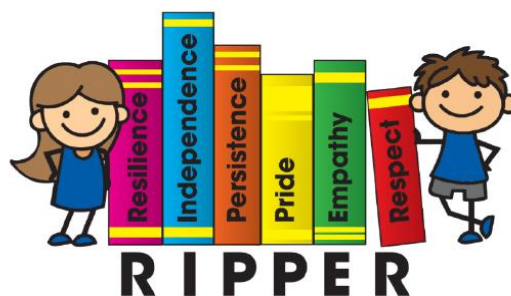
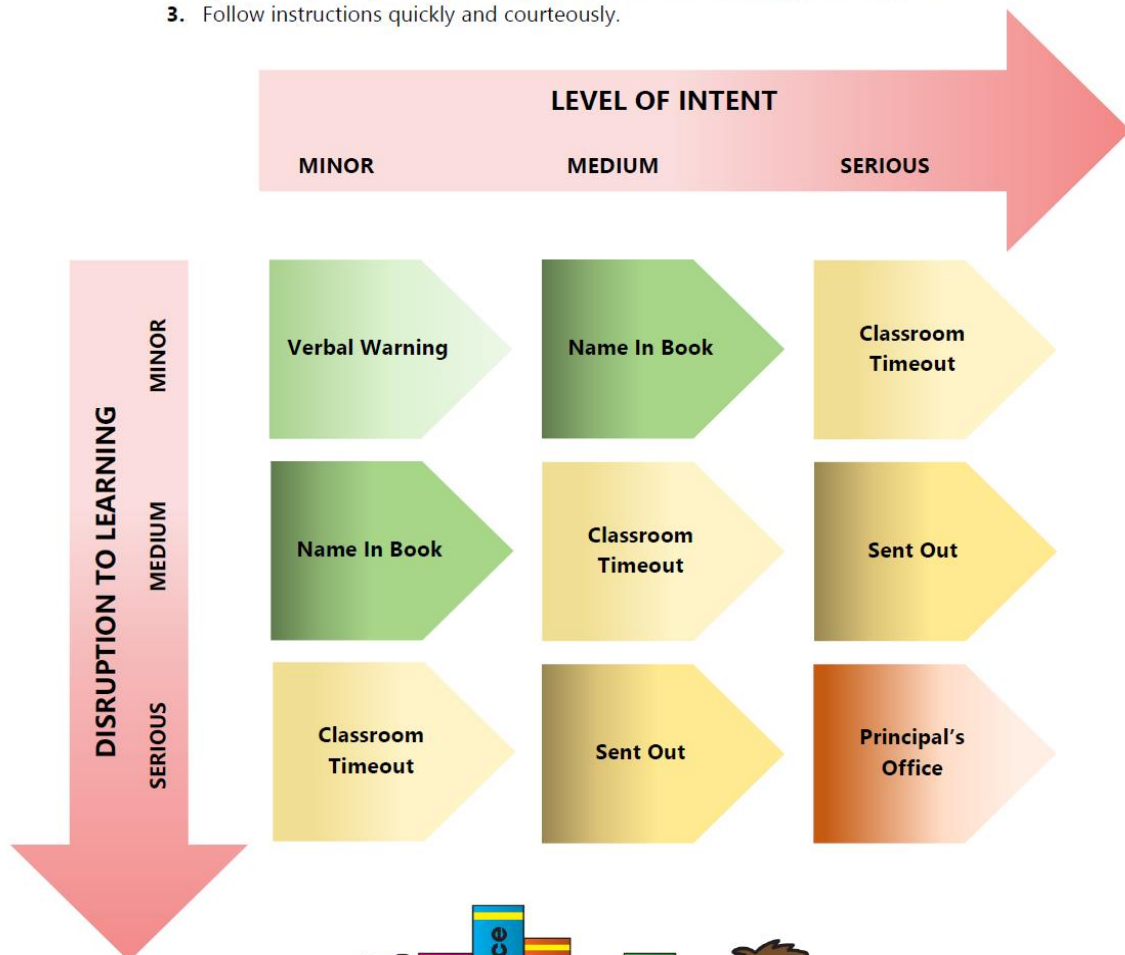
Corporal punishment is prohibited in our school and will not be used in any circumstance.



CLASSROOM BEHAVIOUR MATRIX

At Traralgon South Primary School, we:

1. Keep our hands, feet and objects to ourselves.
2. Speak and act respectfully to everyone, and we use our manners at all times.
3. Follow instructions quickly and courteously.

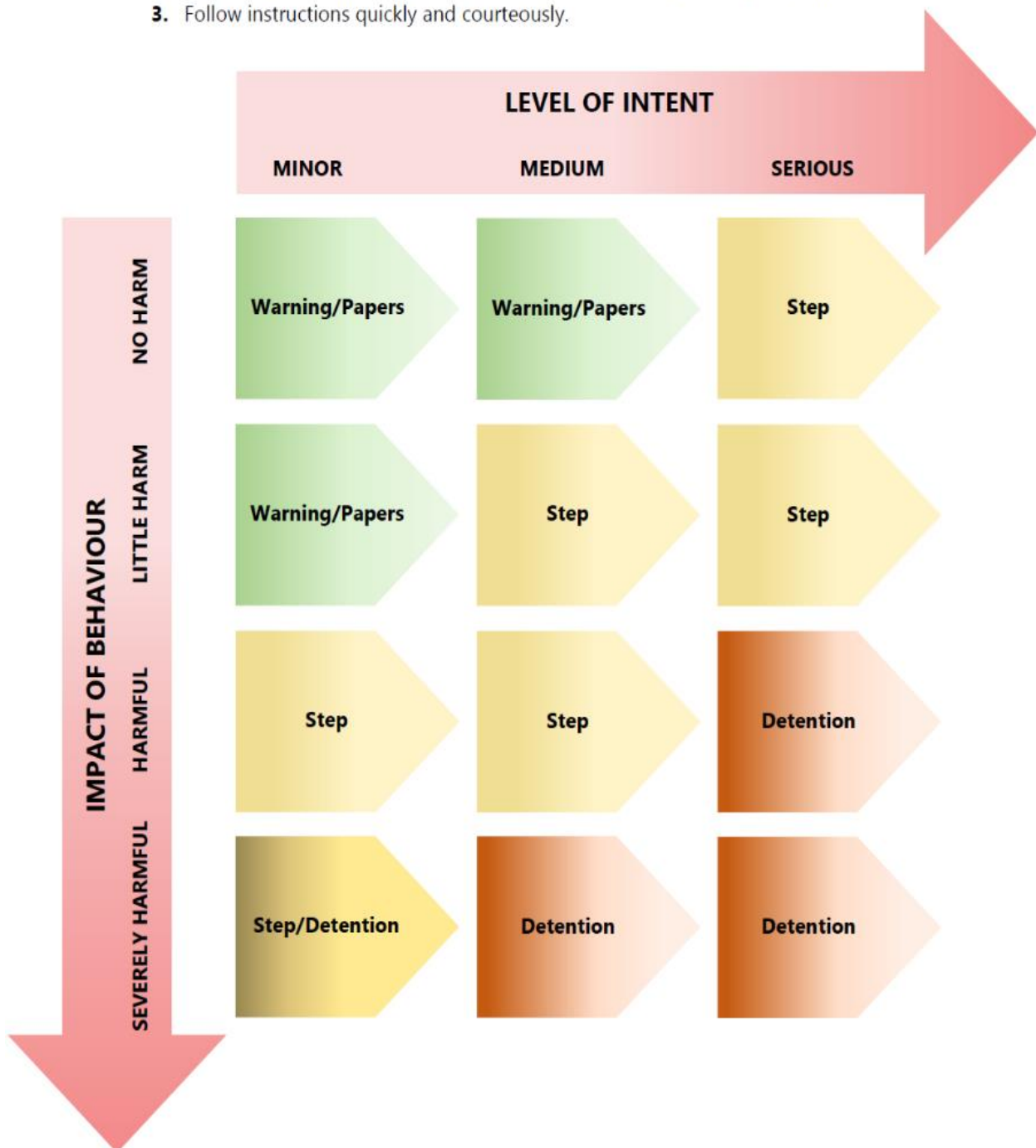




YARD BEHAVIOUR MATRIX

At Traralgon South Primary School, we:

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7. Engaging with families

Traralgon South 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;
- 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

Traralgon South 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;
- School reports;
- Parent survey;
- Case management;
- CASES21;
- SOCS.

REVIEW CYCLE:

This policy was last ratified by School Council on 16 March 2020 and is scheduled for review in 2021.