
STUDENT ENGAGEMENT AND WELLBEING 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

Taylors Hill 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

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
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POLICY

1. School profile

Taylors Hill Primary School opened at the beginning of 2010. The school is located on the corner of Loddon Drive and Park Lane, Taylors Hill. Taylors Hill Primary School was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with modern open planned spaces to facilitate learning practices to maximise the learning outcomes for every student. Taylors Hill Primary School is part of the Melton Network of Schools in South Western Victoria Region. The School has an ongoing aim to build close links with its immediate community, the Shire of Melton and play an active role across the wider Melton Learning Network.

The building design at Taylors Hill Primary School promotes active, student-centred learning for all students through the creation of flexible, functional spaces that support contemporary learning and teaching practices.

The facilities exhibit characteristics of high quality design that promote inspiration and belonging among students and the broader school community.

We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies, and by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning. The staff appointed to the school have played a pivotal role in shaping the vision of the school, as well as developing and implementing innovative curriculum practices and school policies.

2. School values, philosophy and vision

Vision & Philosophy

Staff at Taylors Hill Primary School work closely with School Council to establish innovative programs and policies to ensure excellent student learning is achieved across the school. The key components of the teaching programs at Taylors Hill Primary School are the effective teaching of Literacy, Numeracy and 21st Century Learning within a supportive learning environment. Such an environment will be challenging and focussed on the personalised learning of every student attending the school.

Taylors Hill Primary School is committed to provisions that ensure all children can receive a quality education. We will uphold this commitment through the promotion and consistent implementation of the Student Engagement and Wellbeing Policy. Emphasis throughout this document is on achieving high levels of learning, engagement, attendance and behaviour through a supportive and safe learning environment. Emphasis is also on recognising the rights and responsibilities of all school community members and on developing the ability to translate responsible behaviours and citizenship throughout contexts within and outside the school environment.

Values

We bring our school values to life through our behaviours and interactions with each other. We display and model our school values through behaviours such as the following:

LEARNING <ul style="list-style-type: none"> • Attend school on time and be prepared • Focus and participate fully in learning activities • Ownership of learning and student voice • Complete set tasks • Ask for help when needed • Let others work without interruption • Value and learn from each other 	PERSONAL BEST <ul style="list-style-type: none"> • Attempt learning tasks to the best of our ability • Meet appearance, dress and uniform standards • Demonstrate and monitor our own learning progress • Attentively listen to and follow instructions
POSITIVE RELATIONSHIPS <ul style="list-style-type: none"> • Treat each other with respect, courtesy and fairness • Listen to each other and demonstrate 'whole body listening' • Allow others to share ideas and opinions • Value and respect the individual strengths and differences of others • Welcome and include others into our school, class groups, activities and games • Share equipment and spaces and cooperate with others • Speak in an appropriate manner • Be a caring friend 	INTEGRITY <ul style="list-style-type: none"> • Adhere to our school values and expectations • Take pride in our school • Move safely through the school environment • Make appropriate choices, even without reminders • Take responsibility for actions and accept consequences • Help others to develop positive attitudes towards themselves and others • Be safe and considerate of others and our community • Be responsible and care for personal belongings and school property
HONESTY	

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| <ul style="list-style-type: none"> • Always tell the truth and be trustworthy • Treat others fairly and with respect • Return equipment that is not our own • Reflect on our own performance and be open to feedback | |
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Our Statement of Values is available online on the school [website](#).

3. Wellbeing and Engagement Strategies

Taylors Hill 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 school), targeted and individual engagement strategies used by our school are 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 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 Taylors Hill 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 Taylors Hill 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 Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, PLT Leaders, Assistant Principal and Principal whenever they have any questions or concerns
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as, Resilience, Right and Respectful Relationships.
- Opportunities for student inclusion (i.e. lunchtime activities)

TARGETED

- Each year group has a PLT Leader and Learning Specialist responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for staff and 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 and Torres Strait Islander culture – refer to our Aboriginal Learning, Wellbeing and Safety Policy Action Plan for further information
- English as an additional language students and all cultural and linguistically diverse students are supported to feel safe and included in our school through reasonable adjustments to support access to learning programs, consultation with families and where required a partnership and transition with Western English Language School
- We provide a positive and respectful learning environment for our staff and students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- 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
- The Student Wellbeing Officer 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
- 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

Taylors Hill 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 Education Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - our Student Wellbeing Officer
 - 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

- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - o with a disability
 - o in Out of Home Care
 - o with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Taylors Hill 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. Taylors Hill 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, time out and suspension data
- Engagement with families

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.

Rights and Responsibilities of STUDENTS

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> · learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyberbullying. · participate fully in the school's educational program · receive reasonable assistance to resolve school-related problems · receive ongoing communication and feedback about their progress. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> · follow the Code of Conduct, staff instructions and uniform requirements · take responsibility for their own behaviour and learning · display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community · care for the school environment · attend school regularly and participate fully in learning programs · develop into independent learners who set and achieve learning goals and manage resources effectively.

● **Rights and Responsibilities of PARENTS and CARERS**

Rights	Responsibilities
<p>Parents and carers have a right to:</p> <ul style="list-style-type: none"> · expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted. 	<p>Parents and carers have a responsibility to:</p> <ul style="list-style-type: none"> · ensure their child's prompt arrival and regular attendance at school · show an active interest in their child's schooling and progress · initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible · display and model positive behaviours and values · abide by the School Community Safety Scheme

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.

Rights and Responsibilities of STAFF (Teachers and School Leadership Team)

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> · teach in an orderly and collaborative environment · be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students · be treated with respect and to work in safe and comfortable environment 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> · follow the VIT Teacher Code of Conduct and meet Professional Standards · uphold an active, professional and positive presence · consistently and fairly implement the Code of Conduct · display, model and teach the school values and positive social behaviours · monitor attendance of students twice a day · acknowledge student efforts and results in both curriculum and behaviour · set the scene at lesson commencement and clearly communicate expectations · implement effective teaching strategies and use assessment data to drive teaching and learning · create and maintain safe and stimulating learning environments · initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing · organise connections for students with appropriate student services · follow the outlined protocols to the Taylors Hill Primary School Behaviour Management processes · adhere to State and Commonwealth Law that states that all matters relating to discipline of students are based on the principles of procedural fairness and that <u>corporal punishment is not permitted.</u>

6. Student behavioural expectations and management

At Taylors Hill Primary School, we are proactive in our approach to establish a positive learning community where expectations are high and clear to all. To achieve this, each class participates in the T.E.A.M Learning Program for the first two weeks of every school year. During this time, the students and teachers work together to establish clear and consistent expectations for behaviour and learning, and the consequence process is explicit and documented. These things are continuously revisited throughout the year to reinforce and strengthen our community of learners.

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment, both onsite and online
- Modelling, teaching and encouraging the school-wide values, rights and responsibilities and shared expectations, as outlined above
- Teaching social skills such as listening to others, asking for help, taking turns and sharing resources
- Acknowledging positive behaviours and celebrating effort and achievement through verbal encouragement, certificates and stickers, special responsibilities or assignments, positive phone calls to parents or carers, displays of student work, class celebrations and Principal awards, etc.
- Discouraging inappropriate behaviours
- Maintaining ongoing information on student welfare, wellbeing and behaviour through the online student management tool - Compass
- Empowering students to be involved in school decision-making and leadership activities
- Applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- Identifying students at risk of disengagement from learning, in a timely manner
- Monitoring, measuring and communicating progress with students and parents, in a timely manner
- Rigorously monitoring, recording and following up student absence in a timely and rigorous manner
- Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
- Using out-of-class support strategies and Student Support Groups for students with at risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal, welfare coordinator, counsellors, psychologists, youth workers, etc.
- Connecting to external student support services, as appropriate.
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school.
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship, for example by apologising, completing a reflection form, catching up on missed work, etc.
- Adhering to the Acceptable Use Agreement / Online expectations

DISCIPLINE PROCEDURES

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Follow whole school approach to behaviour management in the classroom – The 5 steps – It's your choice
- Verbal Warnings
- Moved to work in a different location or close to the teacher

- Withdrawal of privileges
- Time Out: withdrawal from class or the school yard if a student's behaviour significantly interferes with the rights of other students to learn, the safety of others, or the capacity of a teacher to teach a class or supervise students. Where appropriate, parents or carers will be informed of such withdrawals and a Behaviour Report will be completed by the student and signed by student, teacher and parent.
- A student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work.

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 Taylors Hill 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

Taylors Hill 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 home learning 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

Taylors Hill 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 via Compass
- school reports
- parent survey
- case management

- CASES21, including attendance and absence data
- SOCS - Student Online Case System

Taylors Hill Primary School will also regularly monitor available Compass Chronicles 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
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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](#)



Help for non-English speakers

If you need help to understand the information in this policy please contact Taylors Hill Primary School on (03) 9361 4900 or taylors.hill.ps@education.vic.gov.au

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 Policy
- Bullying Prevention Policy
- Action Plan - Aboriginal learning, Wellbeing and safety

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Consultation	Curriculum Team 2022 School Council July 2022 Whole Staff (Curriculum Day) November 2023
Approved by	Principal - Danielle Stella
Next scheduled review date	Before November 2026